NEA Commission says:

Federal department of education needed

nea reporter

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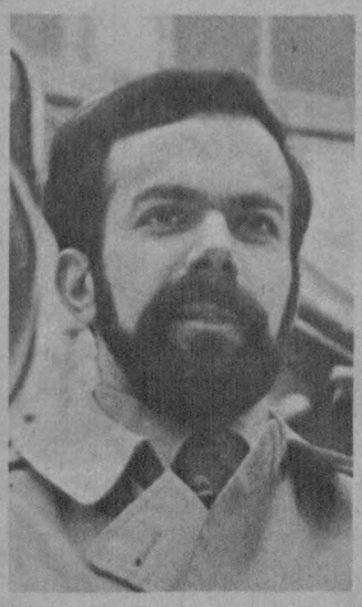

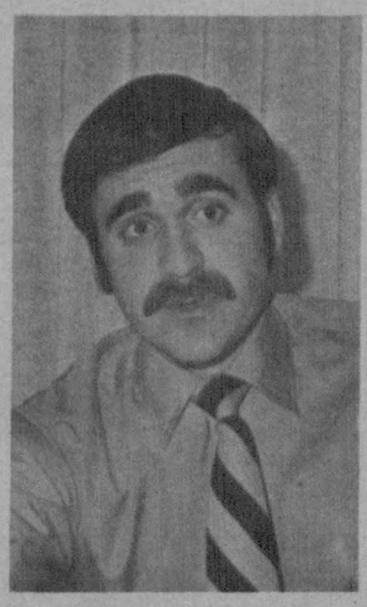

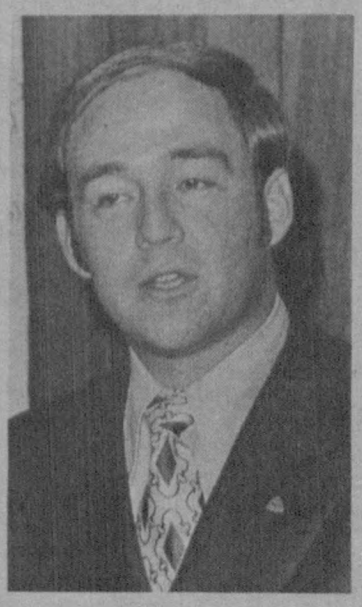

UniServ representatives serve the united profession throughout the nation and overseas.

The NEA Legislative Commission has voted to take the "E" out of HEW by recommending establishment of a Cabinet-level Department of Education as its number one legislative priority in the 92nd Congress. A separate Cabinet Department would coordinate education programs under a top-level spokesman and give education greater visibility and prestige (see statement by NEA President Bain on page 17).

The 11-member commission also gave top billing to passage of a massive federal aid bill and of negotiation legislation. The NEA Executive Committee and Board of Directors must now vote on the suggestions of the commission, which prepares NEA's legislative program on the basis of resolutions that are adopted at the Association's annual Convention.

This will be the first time in recent years NEA has launched a large-scale attempt to establish a separate Department of Education. Both a general federal aid and a professional negotiation bill were considered by the 91st Congress, but neither was passed. The general aid bill would infuse several billion dollars in federal funds into state and local school systems, while the negotiations measure would require collective bargaining between school boards and teacher organizations.

Presidents of the "big six" national organizations in education—meeting this month in Washington, D.C.—unanimously endorsed giving top priority to establishment of a federal Cabinet-level Department of Education. The six organizations are: NEA, Council of Chief State School Officers, American Association of School Administrators, National School Boards Association, National Association of State Boards of Education, and National Congress of Parents and Teachers.

The NEA Legislative Commission also listed in its five top priorities enactment of a mobile teachers retirement bill to allow teachers to move across state lines without loss of retirement benefits, and continued funding of existing federal education programs. Due to the pressure of time, and filibusters over the SST and welfare reform, these NEA bills were not passed and must be reintroduced. All legislation not passed by a Congress automatically dies.

(For a listing of bills that passed and failed in the 91st Congress, see page 16).

The Nixon Administration will probably reintroduce its own catalog of education bills early in the session. One would set up a National Institute of Education to further the educational research and reform which the White House says should precede any big new spending programs. Another would revamp the impact aid program which, in the President's view, gives money to those federally connected school systems which need it least.

(See COMMISSION, page 17)

opinion interpretation

This page of the REPORTER is devoted to editorial and interpretive material. Readers' letters, preferably brief, will be considered for publication. Opinions expressed in the REPORTER are not necessarily NEA policy, which is set only by Association resolution.

NEA cautions against performance contracts

The NEA Executive Committee last month adopted a policy statement cautioning individual teachers and NEA affiliates against the pitfalls of performance contracting in schools. Performance contracts, which typically bring business firms into the schools and reward these companies according to how well students perform, are being boosted by the Nixon Administration through the Office of Economic Opportunity.

The NEA Committee likened performance contracting to earlier educational fads and urged those considering it to ask many searching questions and demand that certain conditions be met before such contracts are undertaken.

The full texts of the Executive Committee's statement and of the rationale appear here.

NEA Executive Committee warns of pitfalls in plan

The National Education Association supports a systematic approach to education. Such an approach includes: identification of goals and objectives, planning and carrying out processes for their attainment, monitoring and reporting results, and a continuing effort to refine the total endeavor. Such an orderly, thoughtful approach promises to provide the necessary safeguards and controls to insure the systematic application of change and appropriate processes that use technology to achieve the humane requirements of students in ways that will meet the needs of society and the interests of the united teaching profession.

Implicit in this approach is the premise that accountability for public education takes many forms and extends in varying degrees to all segments of the educational enterprise and the society that supports it. Although a systematic approach to education is a way of organizing thought and action in all areas, it will tend to make educational accountability in all of its forms more visible, more specific, and more measurable. The system, of course, must serve the purpose, rather than the purpose serve the system.

Present varieties of experimentation with the performance contract in schools represent one approach to accountability in the area of instruction. Typically the performance contract of today is a formal agreement between a local board of education and a private business organization, or a group of teachers already employed by the board of education, to achieve certain specified gains in student performance most frequently measured by standardized achievement tests. Contracting agencies are most often paid only when measurable student achievement has reached or exceeded specified performance levels.

It is recognized that the performance contract may be a vehicle to introduce instructional and managerial changes into schools. However, the contracts presently in effect are subject to potentially serious abuses that are clearly not in the best interest of students, teachers, and society. The NEA, therefore, urges its affiliate organizations not to become parties to a performance contract without careful prior planning and consultation. Individual teachers are cautioned about their involvement in such contracts without adequate understanding of the purposes of the contract and their role in its implementation. Improper involvement of teachers in such contracts may well jeopardize their present instructional responsibilities, and raise important ethical and legal questions.

The NEA believes that no performance contract should be undertaken unless the following conditions are met:

1. Teachers must be involved through their local associations as a basic condition of the contract. This involvement must extend from the planning of the contract objectives through the evaluation of the performance of the contract.
2. Other measurements in addition to the so-called standardized achievement tests must be used as measures of student learning.
3. Learning objectives must be developed with community and professional involvement and must be the basis for the requests for bids on the contract.
4. All contracts must include the provision—the so-called "turnkey approach"—that will make it possible for all innovative aspects of the contract to revert to the regular staff and program of the school.
5. The contract must provide for the maximum use of school personnel who must be given adequate preparation in the processes related to the contractual objectives.
6. All pupils must be under the close supervision of professionally trained and certificated personnel.
7. Contracts must be limited to genuinely innovative approaches that are neither likely nor possible within the school's program.
8. Contracts must not be in conflict with negotiated agreements between school boards and local associations and must not violate the established legal rights of teachers.
9. Contracts must assure that no performance contractor may profit by virtue of any privileges given to nonprofit educational institutions or agencies under copyright law in order that there be no conflict with NEA's basic position on copyright law revision.

The NEA opposes any contract that does not meet these conditions.

Executive Committee's rationale for its position

The most critical element in the education of children is the teacher. Insight, warmth, understanding, love, and sensitivity to the needs of children and youth are human contributions that cannot be delegated to others or duplicated by machines. The united teaching profession has a basic responsibility to maximize the role of the teacher and to subordinate other useful factors in the teaching process.

The profession has a corollary responsibility to guarantee that well-qualified teachers are attracted to and remain in the teaching profession by ensuring high standards of competent practice and ethical behavior as well as satisfactory conditions of work, including teachers' salaries.

The paramount need is for the public to recognize that nothing or no one will ever replace the teacher as the most important factor in a child's education.

Performance contracting is not unlike the educational fad that followed World War II when educators were told that the armed forces had developed superior methods of teaching the troops. The "superior" method consisted of the use of concentrated audio-visual techniques along with more rote learning and rigid discipline. Such teaching methods, it was argued, would permit one noneducationally trained instructor to teach 80 to 100 men the same lessons, in a few short weeks, that conventional educational techniques usually took years to accomplish.

Other fads followed, including the teaching machine period. Here, educators were promised that the investment of a few hundred dollars in hardware would not only replace several teachers but also do a far superior job.

Now the federal administration has advanced the proposition that private industry can demonstrate a new, superior form of education, combining hard-nosed business methods with the profit motive—allowing no public employee foolishness. We are presented with this proposition in the midst of an economic crisis which faces private schools. It is a crisis characterized by a shortage of qualified people available to run these schools and by the absence of profit—even after severe cutbacks in instructional expenditures and increased class sizes.

It is doubtful whether any group of industrialists or educators can devise a new method which will replace a good teacher, working with small classes and with adequate time in which to help students having difficulty grasping new concepts. Providing a child with these advantages is, and always will be, costly. It requires far more spending than is being done today. The extra money needed can only come from the federal budget.

The NEA believes that any individual teacher or local association considering the possibility of entering into a performance contract should proceed with caution only after answering the following questions:

1. What are the present state laws with respect to performance contracting?
2. What threats does performance contracting pose to teacher tenure?
3. Is performance contracting an approach to merit pay?
4. Does the performance contract under consideration contain the necessary safeguards so that children will not be harmed?
5. Does the performance contract under consideration impinge upon the negotiation rights of teachers?
6. From whom do the teachers take orders under the performance contract?
7. What is being served by the performance contract—the interests of private industry, political interests, welfare interests, or the interests of the children?

Women Deans observe 50th anniversaries

The Pennsylvania Association of Women Deans and Counselors observed its 50th year as an association in October. The Illinois and Indiana groups celebrated their 50th anniversaries in 1969 and the parent group, the National Association of Women Deans and Counselors, in 1966.

Since September

NEA affiliates win 16 major elections

Erie, Pennsylvania; South Bend, Indiana; and Portland, Oregon, are among the 16 representation elections won by NEA affiliates since the beginning of the 1970-71 school year. A total of 23 elections in 11 states were held to determine representation for more than 13,000 public school teachers.

The 16 association wins represent some 11,000 teachers in Arizona, Connecticut, Illinois, Indiana, Michigan, New Jersey, Ohio, Oregon, and Pennsylvania.

There are several representation elections scheduled for the winter and spring, including Pennsylvania and Hawaii, where new public employee bargaining laws were enacted last year.

nea reporter

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UniServ: alliance for action

UniServ

What it is
Where it is
Why it is

This page and the pages which follow tell the story of UniServ, the united teaching profession's program aimed at placing a full-time worker in the field for every 1,200 educators in the nation.

UniServ—begun as a dream of NEA Executive Secretary Sam M. Lambert years ago—was approved by the NEA Representative Assembly last year in San Francisco. At that time, UniServ Director Ken Melley told the Convention: "UniServ will place a trained and skilled negotiator at the table on behalf of teachers—facing down the school board's hired gun and working with expertise for teachers."

Now, over 300 UniServ representatives have been authorized. These men and women serve teachers in 32 states and with the Overseas Education Association.

With the advent of UniServ, local teachers' associations have power previously unknown. Never again will teacher problems and interests be totally at the mercy of forces and people outside the teaching profession.

UniServ supplies, right at the local level, a skilled professional who is capable of defending the local members' interests in every regard—especially at the negotiating table—and capable of promoting local members' interests in every matter—from better public relations to the improvement of instruction.

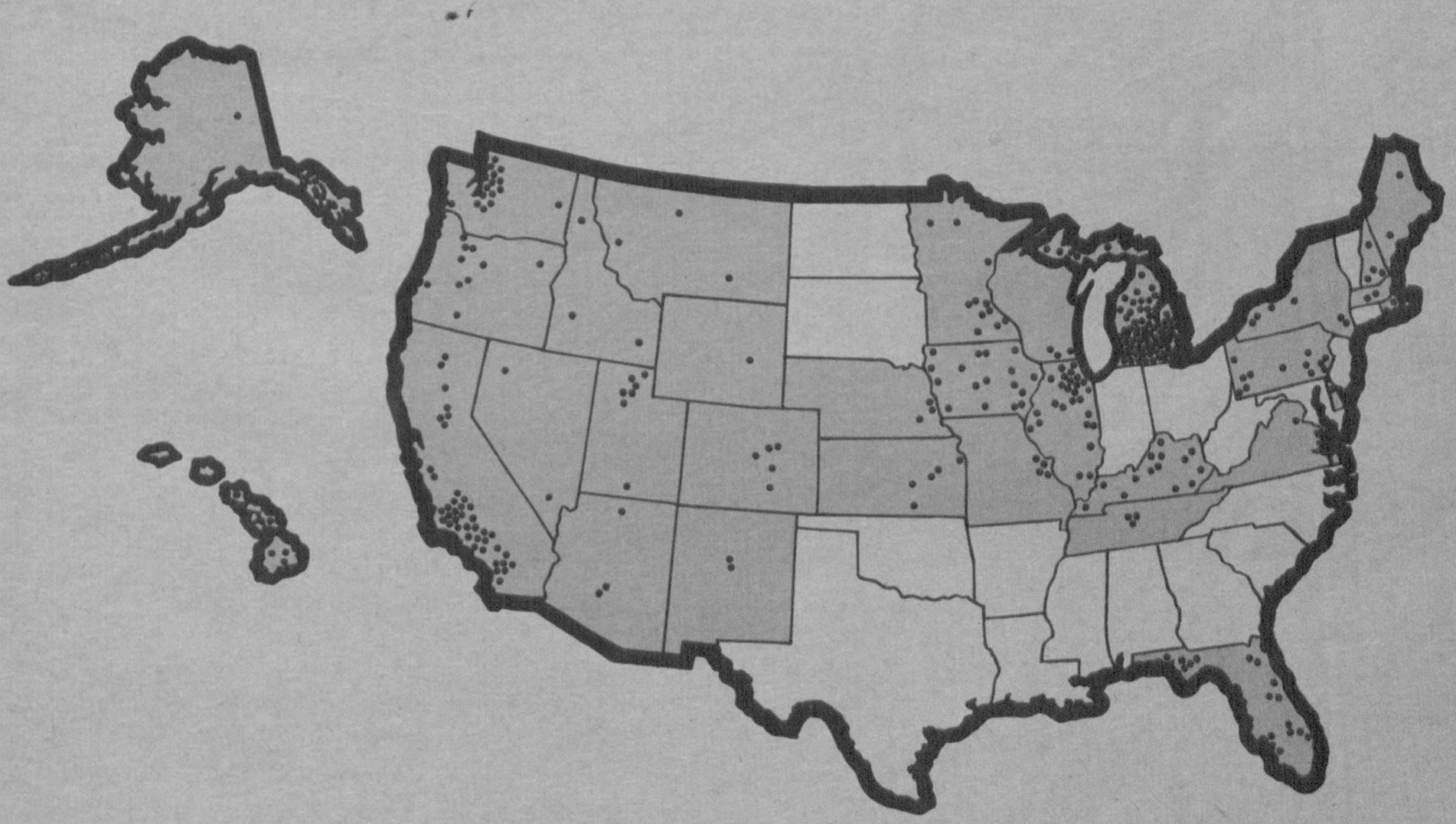
The UniServ representative functions on the local level, working for a UniServ unit made up of 1,200 teachers, and he is directly responsible to its members. (The figure 1,200 is both a goal and an optimum. A unit may be as large as 3,000 members. Local associations of more than 2,400 qualify for additional representatives. Groups of 600 to 1,200 may be served on a pro-rated basis. Any number of smaller local associations may band together to produce a UniServ unit of 1,200 or more members.)

The representative serves as a middleman: He brings the resources of the state and national associations to bear on local problems—and he articulates local needs and interests to the state and national groups.

Local UniServ units are supported financially by both their state associations and NEA. The NEA commits $9,000 to each unit. A direct grant of $7,500 is made to units of 1,200-3,000 members. The remaining amount—$1,500—is reserved for the UniServ representative's training.

A full-time UniServ representative contributes to greater continuity in local association programs. He strengthens the local association by representing teachers where the decisions most important to them are made.

In short, UniServ is an alliance for action—action for teachers at the negotiating table, action for teacher defense, action for better public relations for teachers, action for the improvement of instruction, action for a higher status for the entire profession and better schools for the entire nation.



UniServ representatives work in 32 states (and the Overseas Education Association area not shown here). Each dot indicates one of the more than 300 UniServ representatives, including 26 units contingently approved.

UniServ: alliance for action

"Training the UniServ representative takes into account the needs of the practitioner himself, the needs of the organization to be served, and the needs of the members to be served."

The UniServ program is designed to put a skilled staff worker into the field for every 1,200 teacher-members throughout the nation. To meet this goal, hundreds of UniServ men and women are being recruited and trained—already more than 300 representatives have been authorized.

Training of UniServ representatives is being coordinated by the NEA Leadership Development Academy. The academy has held workshops in Michigan, Southern California, Illinois, Kentucky, and in the North Central and Northwest regional states. In addition, the academy directed a workshop in Atlanta.

That workshop (shown on this page) was developed in cooperation with the NEA regional office in the area. The curriculum for the workshop included public relations and communications, professional rights and responsibilities, grievance processing, association management, and explanation of NEA services.

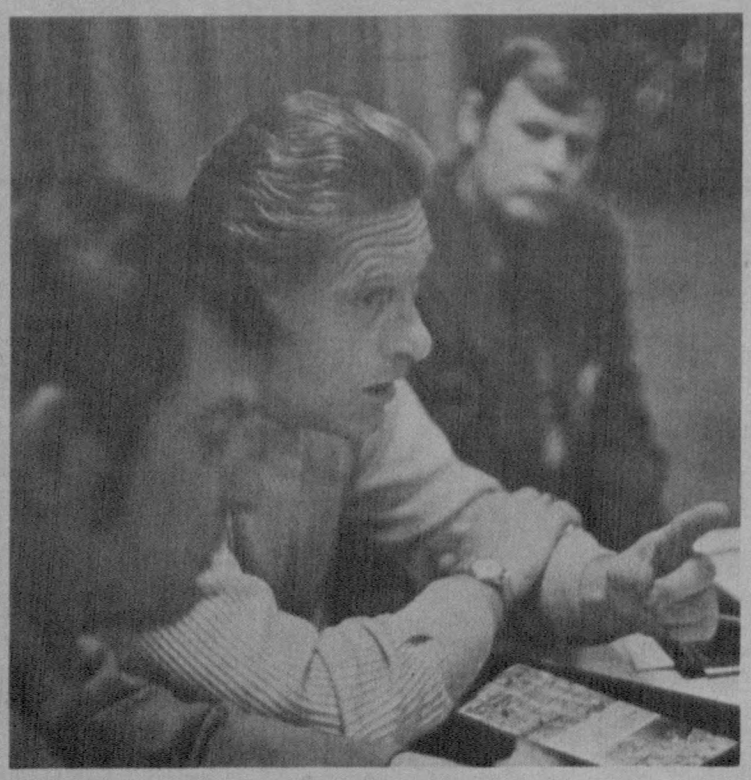
Training sessions are staffed by Leadership Development Academy workers and by the dozens of experts in teacher organization problems from state and national associations. At the Atlanta session, for example, Staff Development Academy director Ralph Joy, academy assistant director Carl Elvin, and Southeast Regional Director James Williams headed the program. NEA and state association communications experts Chuck Cook, Pat Kerns, William Kilroy, and Paul Ryan handled that area of association work. Donald Conrad, executive secretary of NEA's Professional Rights and Responsibilities Commission, lectured on teacher rights and grievance processing.

The NEA Leadership Development Academy's UniServ training is based on a set of guidelines that clearly define what trainees need to know and how they may best learn. Central to the guidelines is the principle that training of staff members of the united teaching profession is a collaborative function taking into account the need of the practitioner himself, the needs of the organization to be served, and the needs of the association members to be served.

The workshops provide a sequence of structured learning experiences that recognizes different levels of knowledge, experience, and skill development and that take into account varied learning styles of the trainees.

The primary emphasis of the workshops is on specific content and on the building of skills that will help the trainee serve the membership.

UniServ training workshops are directed by NEA's Leadership Development Academy in cooperation with NEA regional offices. Above, at an Atlanta-based workshop are Ralph Joy (right), director of the academy; James Williams (left), director of the NEA Southeast Region; Carl Elvin (second from right), academy assistant director; and Lynn Gilmore, UniServ man in Ft. Lauderdale, Florida. UniServ workshops are held in all parts of the country, so UniServ representatives seldom have to travel outside their region for their training. The workshops also take into account the skills and knowledge each representative already has, and the training is adapted to the learning styles of trainees. Procedures have been developed for testing and evaluating the workshops.



Carl Davis, UniServ man who is executive director of the Duval (Florida) Teachers Association, makes a point during the Atlanta training workshop. At left is Chuck Cook, PR expert from the Florida Education Association; at right is James Phillips, UniServ man who is executive director for mid-Florida.

Others at the Atlanta training workshop were (left to right) Dick Dickerson, associate executive secretary, Mississippi Teachers Association; Gwen Scott, NEA project worker in Louisiana; Billy Don Montgomery, NEA staff worker now assigned to Texas; and Ellwood Erickson, a member of the NEA Center for the Study of Instruction staff who has been assigned to work with the UniServ program.

UniServ: alliance for action

"NEA is no longer an impersonal, faraway organization in Washington, D.C., but personalized in our UniServ representative."

The job of Steve Kink, UniServ representative in Lane County, Oregon, is to knit together the patchwork quilt of 15 small local associations that surround the city of Eugene. These locals —ranging in size from 13 to 500 members—stretch across the 4,610 square miles of the county.

To bring these associations together, Kink logs thousands of miles in his Volvo. He meets with each association or its leaders every month; he plans workshops for them, counsels them, arranges for an influx of NEA and Oregon association experts, helps local associations plan budgets, helps them set goals.

Former teacher

Kink knows his territory well. Until last year he was a teacher among them —and vice-president of his local in Siuslaw. Now he is their link to expanded services from the united profession.

Kink, one of 10 UniServ reps in Oregon, has developed some goals for his unit. In the long run, he wants to see a master contract in every district in Lane County.

Toward that end, Kink is planning workshops for every district to develop professional negotiation skills among the teachers. Also, to help build leadership among the county's teachers, he is planning a workshop for the local vice-presidents who will become presidents next year.

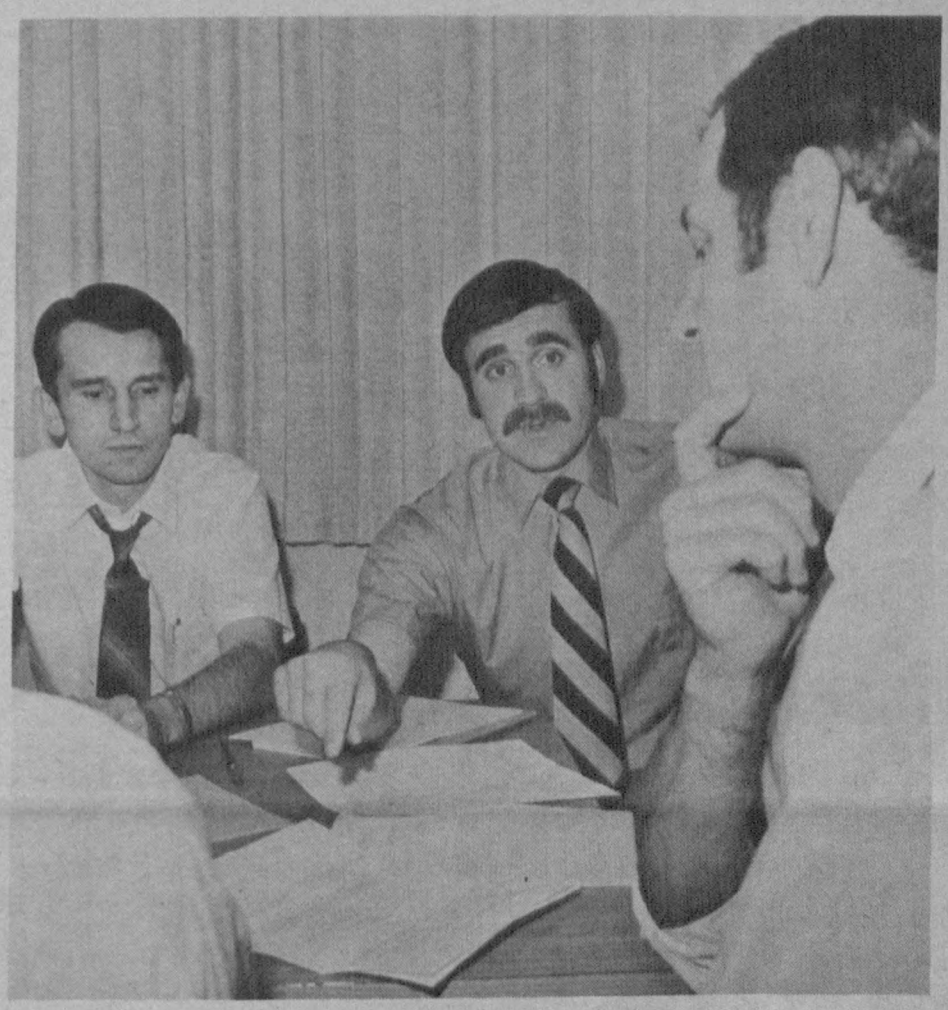
"Our goal is to make the membership aware of what UniServ can do for them," Kink says. "There are services available, questions that can be answered, but teachers don't fully know this yet. They soon will in Lane County."

Kink is also concerned about teacher salaries. "One of my objectives," he said, "is to make sure every teacher in the county has the pride that a respectable salary means. Our teachers are entitled to no less."

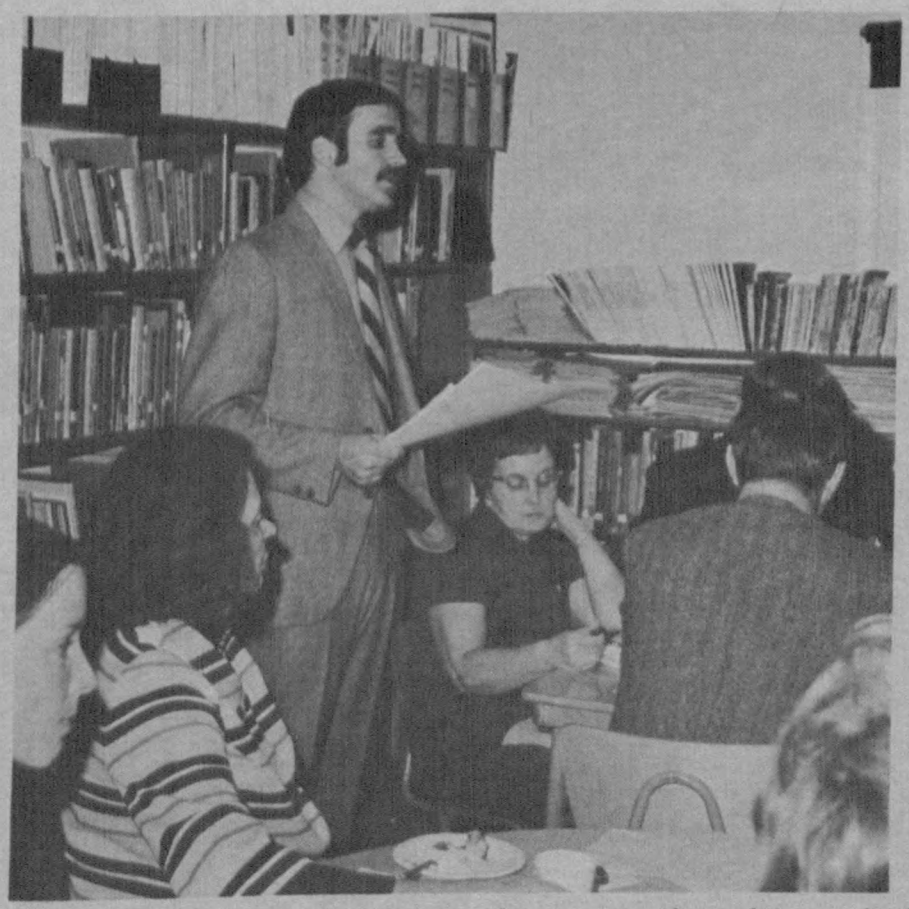
Membership up

One of the immediate effects of UniServ in Lane County has been membership increases—as teachers see the services available to them, they enroll in their associations.

This visibility of services is what UniServ is all about. In the words of Jay Reese, president of Bethel Education Association in Lane County: "The visibility of the NEA is apparent to every member as our UniServ representative meets and talks with them individually. Our members are now seeing 'what NEA can do for me.' NEA is no longer an impersonal, faraway organization in Washington, D.C., but personalized in Mr. Steve Kink."



UniServ's Steve Kink meets with teachers in every one of the districts in Lane County, Oregon, each month. He has increased association visibility in Lane County by making association services directly available to all teachers. Above, he meets with members of the Lane County Coordinating Council, Steve Kenny (left), president of the Eugene Education Association; and Jack Reynolds (right), Council chairman.



UniServ Representative Kink believes that every teacher in his area should have direct access to his services and to the channels this opens for NEA and Oregon association services. Above, he explains several new services to the faculty of Marcola Elementary School — a 100 percent membership unit. Membership is up throughout Lane County as teachers see the services of their associations made visible to them.

UniServ units are jointly financed by local, state, and national associations. When the Lane County unit was approved, NEA President Helen Bain (left) met with Darrold Hanna (right), president of Lane County's Springfield Education Association, for a ceremony to symbolize inauguration of the unit. Steve Kink (center), a teacher in Lane County, was chosen the UniServ representative for the unit.

UniServ: alliance for action

"UniServ is the most valuable and exciting program that NEA has ever implemented."

"We have an administration in Buffalo that everyone calls 'unique' because it is so much like every other administration. It still believes that teachers are impassive job-holders who will tolerate the most excessive authoritarianism.

"But they're beginning to find out that teachers have had enough—and that there's a new breed of teacher organization around that says teacher rights are inviolable."

That "typical uniqueness" explains why the speaker—Dennis Licherelli, UniServ Representative in the Buffalo Teachers Federation (BTF)—works fulltime processing teacher grievances.

Membership soars

The BTF, which unified last spring is one of NEA's larger urban locals. Membership in the BTF has soared from 1,200 last year to 2,500 at the close of 1970—again disproving the ancient fear that unifying loses members.

"Teachers don't join because dues are low," notes Licherelli. "In 1969-70 our dues were only $30. After unifying with NEA and the New York State Teachers Association, our dues went to $100.

"Despite that jump in dues, we've already doubled last year's membership—and the reason is that we are giving Buffalo teachers first-class service."

Licherelli, until September a Buffalo high school teacher, is both proof and promise that BTF-NYSTA-NEA are committed to serving teachers in the nation's 20th largest city.

In the four months he's been on the job, Licherelli has handled 116 teacher grievances. A further statistic proves his effectiveness: Nearly all the grievants won their cases, with only one school's grievance forced to binding arbitration in BTF's excellent contract.

In one hard-fought case, a BTF building representative insisted that her administration honor the faculty's right to a duty-free lunch period. The principal verbally lashed the teacher before the entire faculty and issued a series of threats suggesting that the teacher might better seek employment in another district next year. Licherelli won the complete withdrawal of all threats, a written apology, and a guarantee that the duty-free period would be instituted immediately.

UniServ success

"UniServ and Licherelli are also major reasons for the success of our membership drive this year," says BTF president Tom Pisa.

"And the growth of our membership means a stronger local to protect teacher rights, to improve the terms and conditions of our employment, and to fight for better schools."

Buffalo teachers are so impressed with UniServ that they have now applied for a second representative to begin work in February.

The second UniServ staffer will also work on grievances, and will help with BTF's publications and continuous membership promotion campaign.

"Quite simply, UniServ is the most valuable and exciting program that NEA has ever implemented," explains BTF Executive Director Larry Sorensen.

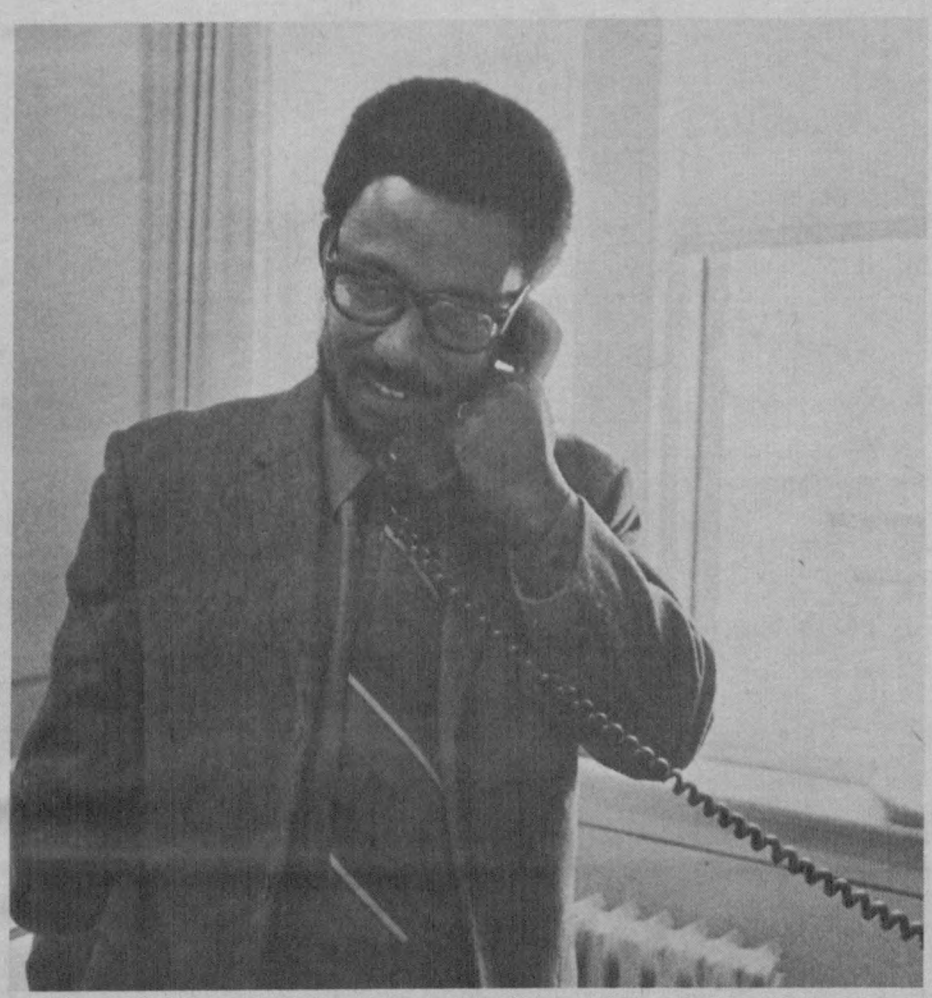
Dennis Licherelli (right), Buffalo UniServ representative, talks about teacher grievances with Ed Lyng (left), BTF building representative at Seneca Vocational High School, and Milton Conomos, a BTF past president and a teacher at Seneca. Uniserv Rep. Licherelli has handled 116 teacher grievances this year—and won nearly all of them.

Monthly meetings with Buffalo's school superintendent, Joseph Manch (left), are part of Licherelli's job as a UniServ man. Also in this meeting are Thomas Y. Hobart (right), a BTF past president who is currently a first vice-president of the New York State Teachers Association, and Frank Kelly (standing), assistant to the superintendent.

At East High School, UniServ's Licherelli helps plan membership gains with the school's building delegate, Bob Infantino (right). Teachers Barry Soffin and Henry Klee (center, left to right) join the meeting. BTF membership doubled this year from 1,200 to 2,500 despite a large hike in dues.

UniServ: alliance for action

"UniServ is a giant step toward the goal of bringing the staff closer to our members."



UniServ Representative Jim Hart operates from the Michigan Association Education Association field office in suburban Detroit. One of his goals is involving teachers in political action. "We've got to change from reacting to acting," he says. "We've got to support citizens running for office who are sympathetic to education and the needs of the schools."

UniServ representatives now serve in 32 states of the nation, in some 300 units. But no state has adopted UniServ so extensively and wholeheartedly as has Michigan.

Michigan already has 72 UniServ workers, many more than any other state. Using the theme, "Greater Teacher Influence in the Concerns of Their Profession," the Michigan Education Association has made UniServ a strong part of its efforts to help teachers consolidate their resources, talent, and expertise to solve their problems.

MEA believes that UniServ:

- Closes the potential urban-rural rift to maintain and strengthen an effective statewide teachers' organization
- Equalizes services and program offerings for all Michigan teachers regardless of geography by providing localized and locally approved professional service centers
- Provides for the well-coordinated and rapid mobilization of teacher power throughout the state
- Provides professional management and consultant services so necessary in view of the increasingly complex social and legal milieu facing the teaching profession.
- Provides for direct accountability by teachers for the quality of services rendered on their behalf while maintaining uniform selection, employment training, and evaluation procedures.

Symbolic of the UniServ effort in Michigan is Maurice J. Hart, who serves teachers in Garden City and Romulus from an MEA area office in suburban Detroit.

Hart, a former teacher in the Detroit area and a former MEA field staffer, has set four goals to guide his work with the more than 800 teachers in his unit:

First, Hart is surveying the Garden City and Romulus teacher-members, trying to find out what their needs are and to help them establish priorities for upcoming negotiations.

Second, he will work with the two districts' teachers in reopening the negotiation contracts they now have with their school boards.

Third, Hart feels very strongly about the need of involving teachers in politics. "We've got to change from reacting to acting," he says. "We've got to support citizens running for office who are sympathetic to education and the needs of the schools."

Fourth, Hart plans to work hard to increase MEA and NEA visibility in Garden City and Romulus. In this he is already succeeding, judging by comments from local association leaders. Wade Jones, president of one local, noted that "one of the goals of the UniServ program was to bring the MEA staff closer to all members. Speaking as president of the Romulus Education Association, I can definitely state that this program is a giant step in that direction."

UniServ's major purpose is to put the expertise of a trained staff person at the disposal of local teachers. Here UniServ Representative Hart meets with a group of local association leadesr who are developing plans for contract negotiations. At Hart's left is John Shroat, a building representative in Garden City. There are more UniServ representatives in Michigan than in any other state. The Michigan Education Association has made UniServ a strong part of its efforts to help teachers.

One reason why the Michigan Education Association believes strongly in UniServ is that it provides for well coordinated and rapid mobilization of teacher power throughout the state. UniServ workers are in constant contact with the teacher-leaders in their areas. Above, UniServ Representative Hart talks to the governing board of the Garden City Education Association.

UniServ: alliance for action

"I don't know what we ever did without UniServ. Now we know what we're doing and why we're doing it."

Can 1,234 teachers spread over four sparsely populated Central Kansas counties make a go of UniServ even though they are so widely scattered and their problems are unique?

That is the question soon to be answered by the nine participating local teachers associations representing the 14 unified school districts of Kansas-UniServ District 1 (UD-1).

Executive Director Roger L. Daeschner, an energetic, plain-spoken former classroom teacher and high school principal who was born and raised on a farm in this mostly rural area, is sure the answer will be yes.

Since the district was created in July, he has driven more than 15,000 miles—up to 300 per day and 700 per week, mostly within the 60-by-60-mile UD-1—bringing professional services to the teachers of the predominantly agricultural counties of McPherson, Ellsworth, Rice, and Saline.

UD-1 is one of five UniServ districts in Kansas. The others are in urban areas—Kansas City, Topeka, and Wichita.

What makes UD-1 different is that it is a diverse conglomerate of locals encompassing roughly 3,600 square miles. Its teachers and their problems are as different as the countryside, some flat prairie and some rolling hills.

UD-1 was organized last school year as a national pilot. Kansas was chosen by NEA for the pilot because of initiative shown by its teachers in the united professional movement.

This year, Kansas-NEA and NEA are picking up all the tabs on a $33,975 budget. Next year's proposed budget is for $35,844. To fund it, each local will have to increase dues by $15. Present dues range from $3 to $12.

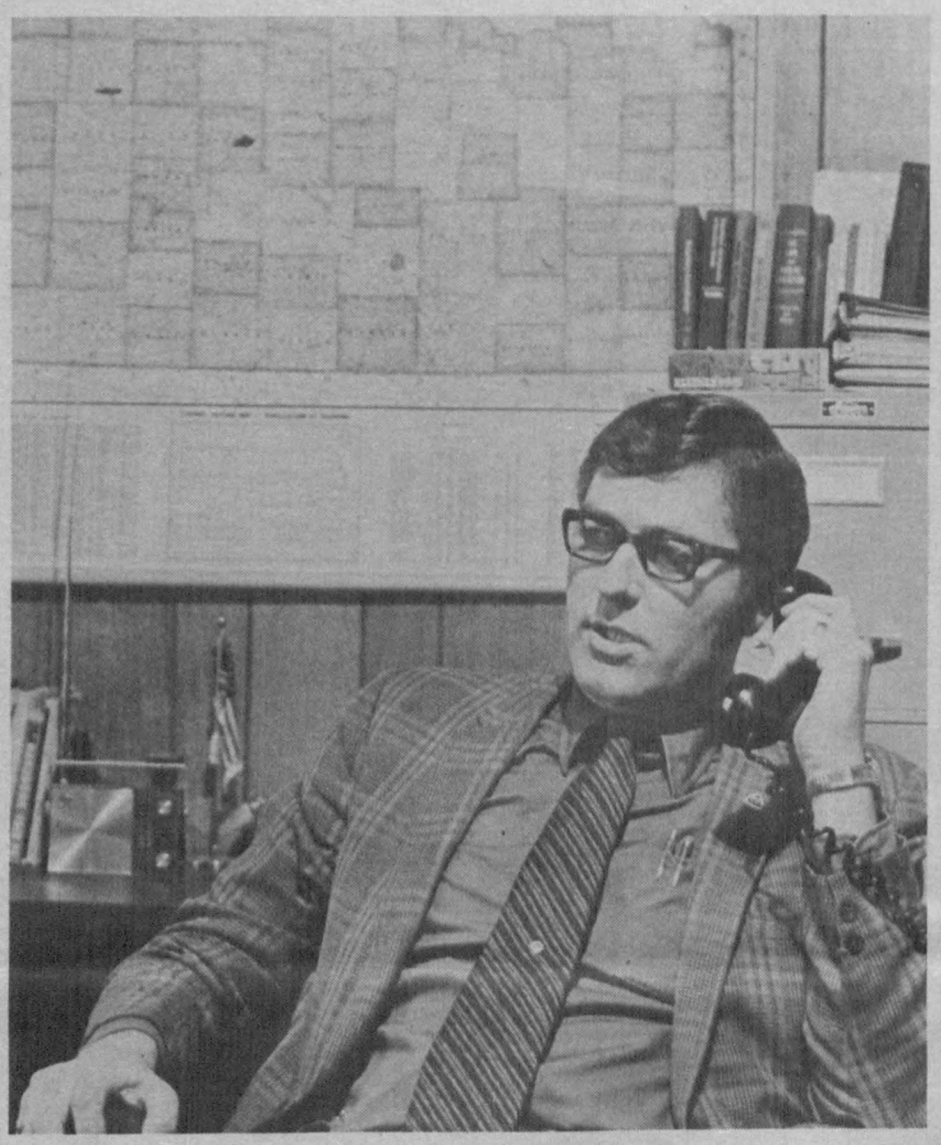
To its leaders, UD-1 has meant two things, principally, so far:

- A stronger voice for rural associations in matters which rural locals feel urbans have dominated
- Help in negotiating with local boards of education, needed this year as never before because of a new, mandatory negotiation law in Kansas.

Last fall, UD-1 was instrumental in the election of Kansas-NEA's president for 1972-73—Clay Thompson of Salina, the biggest city in the district. UD-1 also was instrumental in the election of Mrs. Marguerite Curry of Phillipsburg to the NEA Board of Directors and in the election of at least one member of the K-NEA Board, two K-NEA sectional vice-presidents, and two members of the K-NEA Resolutions Committee.

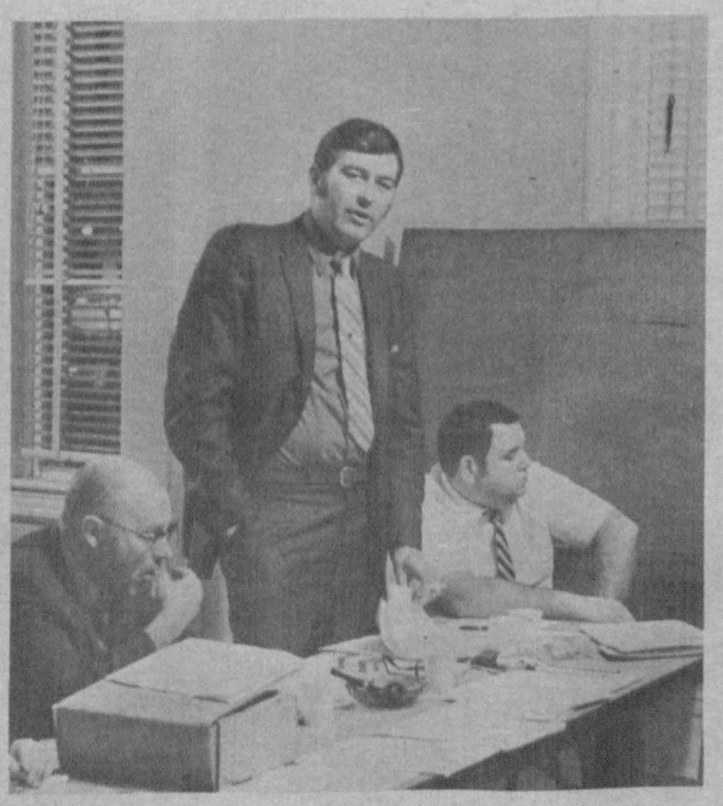
UD-1 also played a major role in determining policy set by the K-NEA State Representative Assembly in December in Topeka. The district now is concentrating on election of delegates to the NEA Constitutional Convention.

"I don't know what we ever did without UniServ," said Dick Wooton, president of the Moundridge Education Association. "Now we know what we're doing and why we're doing it. The main thing UniServ has done for us this year is help us organize. It doesn't mean less work for us, but it's easier. It's a pleasure to go to the Delegate Assembly and know what's going on."



When he's not on the road or in the field, UniServ Rep. Daeschner uses his office to catch up on reading, check the mail, and return telephone calls. UD-1 encompasses McPherson, Rice, Saline, and Ellsworth counties—smack in the center of the map of Kansas behind Daeschner's desk.

Daeschner (left) meets with a group of Salina teachers planning a luncheon with local legislators prior to the 1971 Kansas legislative session. Others, left to right, are Virginia Usher (back to camera), chairman of the local association's legislative committee; Ken Trickle; and Marg Cassidy.



Daeschner (standing) at left explains to the Kansas UniServ District 1 Council the proposed 1971-72 budget which, if approved by the conglomerate's nine participating locals, will mean locals must increase dues by $15 to begin paying their share of what this year has been a national UniServ pilot project. Others from left are John Dill of Lyons, president of Kansas-UD-1, and Bob Beaver of Little River, treasurer.

UniServ: alliance for action

"UniServ is the best thing that ever happened to San Bernardino teachers."

They've come a long way since 1919, when a small handful of teachers organized the San Bernardino City Teachers Club. Along with the rest of California, the community boomed and the teachers' group became a chartered member of the California Teachers Association/Southern Section.

Today the San Bernardino Teachers Association has 1,400 members. Education, incidentally, is the largest single employer in the city.

Model association

SBTA was selected as a model association by NEA in October 1969. That was a significant step in the development of the UniServ concept. SBTA served as a pattern now being followed by associations across the nation. The actual UniServ contract between SBTA and NEA was signed in September 1970.

Wendell Newman, the current shared-staff UniServ representative, is described by SBTA President Mac Waggoner as "a hard working, creative, and highly skilled leader."

Waggoner sees UniServ as "the best thing that ever happened to San Bernardino teachers and certainly one of the most innovative, exciting programs ever offered by the united teaching profession."

Don Simpson, SBTA past president and a part-time negotiator for CTA/SS, agrees. "For the first time," he states, "we can offer our teachers on-the-spot assistance on everything from grievances, negotiations, to economic services. No one asks what does NEA do for me anymore. They know and totally support the UniServ program. It's one of the best reasons for unified membership I can think of."

Newman, born in Iowa and a graduate of Iowa State College and Colorado State College, where he earned an M.A. in industrial arts, feels that San Bernardino teachers are "amazingly willing to move into the heart of the action. They know that the school system needs improvements and they're the first ones to get involved."

Teachers active

Teachers in fact have played an active role in San Bernardino civic affairs. Russ Lackner and two other teachers are elected members of the city council. SBTA members are also highly involved in Southern Section association work. Both Lackner and Lloyd Simpkins are on the CTA/SS board of directors.

Newman predicts statewide acceptance of the UniServ program. "We pioneered the concept in Southern Section, and of course most of the units are still in Southern California. UniServ has proved extremely popular with teachers. Decentralization and local control along with NEA financial aid are strong selling points. UniServ is the way California will go in the '70's."

Wendell Newman, UniServ man in San Bernardino, California, serves as executive director of the San Bernardino Teachers Association, an organization that has grown from a handful of teachers to a 1,400-member professional association. Above, Newman talks with SBTA's president-elect, Nancy Olmstead, at her school, Thompson Elementary. At left is Don Simpson, SBTA vice-president. San Bernardino teachers were one of the first groups in Southern California to adopt the UniServ cost-sharing plan through NEA and their state and sectional associations. UniServ Representative Newman maintains continuing liaison with the sectional, state, and national associations.

"UniServ has meant the rebirth of interest in professionalism here in Kentucky."

In mid-Kentucky, UniServ is bringing new life to the teaching profession. For the past few years, the 2,500 teachers in what is now UniServ Unit 4 have not had a vitally active program.

As Jean Jones, president of the Franklin County Education Association, put it: "There was a lack of communication, between members and leaders, and during the 1969-70 year there was only one general meeting before the crisis and walkout in February. In general, we were pushed down at every turn."

UniServ adopted

Then the local association leaders urged their members to commit themselves to support of the UniServ program. UniServ was adopted last year.

Today, the professional climate in central Kentucky is changing. In President Jones' words: "We feel that we can overcome our set-backs and accomplish much on our own now that we know we are trained, advised, encouraged, and backed up by a professional."

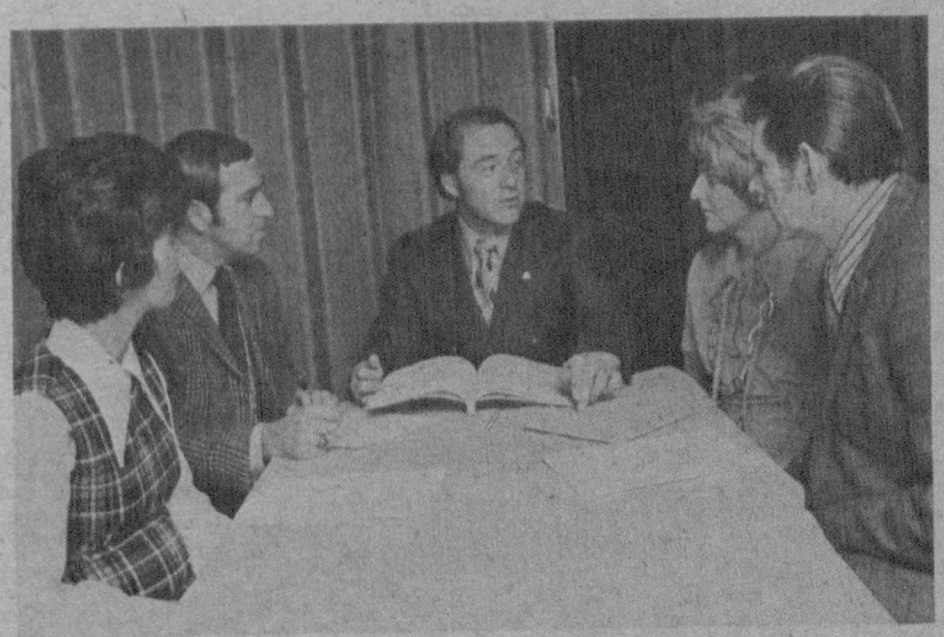
That professional is Charles Vice, a former teacher, elementary school principal, and Kentucky Education Association field staffer. Vice has set two immediate goals: to begin negotiations in the 20 school districts in Unit 4 and to help teachers become a political force, especially in influencing the state legislature.

"Our principal need right now is negotiation," Vice told Unit 4 teachers last month. "Everything else is secondary to that."

Workshops begun

To begin, Vice has organized workshops throughout Unit 4 to identify the needs and concerns of the member-teachers. He is pressing for constitutional revision among the locals, for stronger association budgets, and for meaningful communication among teachers.

These efforts, says Rufus Harris, president-elect of the Richmond Education Association, have meant "the rebirth of interest in professionalism here in Kentucky."



Association leaders in Kentucky UniServ Unit 4 have someone to turn to for skilled advice and professional assistance: their UniServ representative, Charles Vice. Here Vice meets with Barbara Peyton (left), president, Scott County Education Association; Donald Whitaker (second from left), president, Harrison County Education Association; Rita Riley, treasurer, Jessamine County Education Association; and Rufus Harris (right), president-elect of the Richmond Education Association and chairman of the UniServ Unit advisory board.

Your private travel service

NEA-operated travel for 1971 adds v

The glamour and romance of places like Accra, Bali, Bangkok, Calcutta, and Katmandu—the historic splendor of the old world capitals—the inspiring natural beauty of Victoria Falls, Mount Everest, or the American Northwest—the intrigue and mystery of places like Hong Kong, Istanbul, Marrakech, and Moscow: All are yours to choose via the NEA-operated tours for 1971.

Tour variety

The tours are early, late, and throughout the summer; there are short and long tours, with a variety of scheduled U.S. departures from Eastern, Western, and Midwestern cities. There are broad-interest and special-interest tours, fast-paced and leisurely tours.

More and more boards of education are granting in-service advancement credit to teachers taking NEA-operated tours. The seminars and many of the tours offered are co-sponsored by American colleges and universities, with academic credit available, under their direct supervision.

Academic credit

This year, for the first time, academic credit may be earned for independent travel-study. This new concept, developed by Western Illinois University, is applicable to educators going to Europe on most of the 40 charter and group-fare flights offered by NEA this summer. Persons seeking either graduate or post-graduate credit preregister with WIU before undertaking the trip. In Europe they will discuss their study plans with one of the highly qualified WIU professors who will be stationed in Amsterdam and in London throughout the summer.

A group of hikers enjoy the scenery near Wildhaus in the Toggenburg Valley of Northeast Switzerland. NEA-operated travel provides members low-cost tours to Europe throughout the coming summer. The coupon at the top of the next page is designed to bring prompt, detailed information about European and other travel tours and seminars.

Most of the "Around the World" tours continue to attract the more sophisticated teachers who have "been around" and have "done" Europe more than once—now they are ready to go on a once-in-a-lifetime experience. The most venturesome of these expeditions is "Exploring the Unusual" for 58 days, priced at $2,898. No matter how daring such globe-circling may sound, it affords the service and comfort always appreciated. NEA also is offering a shorter less expensive "Budget Tour" around the world for only $1,895 (meals included).

As jets fly faster and the world gets smaller, budget tours

The Arch of Titus offers photographic lure in Rome, a city in easy reach via NEA-operated travel.

The grace of India is reflected in this structure in Hyderabad. Members can travel around the world through their associations' program.

ariety, glamour, and flair

LOCAL-STATE-NATIONAL
CO-SPONSORED

are gaining in popularity. More action is packed into a shorter time. These tours often bring the traveler in closer touch with the life of the countries being visited, yet without skimping on the basic comforts always provided by NEA-operated travel. Budget tours are particularly popular among the younger teachers and those who like a tour that moves right along.

This is the only travel program officially sponsored or approved by the National Education Association.

The 1971 budget tours include a number of tours for the first-time traveler through Western Europe, Spain, Portugal, and Scandinavia. There is a budget "highlights" tour of the Orient, one to South America, and one to the Soviet Union. Prices for the budget tours start at $795 (for the 21-day vacation trip through Denmark, Norway, and Sweden). Budget tours are listed on page 15 of the 80-page "Holiday Adventures Summer 1971," available free—order via the coupon at right.

Spring tours

Spring vacation and other short vacation tours abroad have been brought by jet within easy range and reach. This, NEA's second year of spring travel offerings, includes a popular repeat of the exotic camel trek "Desert Journey" rediscovering ancient Jerash, Aqaba, and Petra. Also scheduled within the first part of April are three leisurely sun and sea escapes into the colorful Caribbean islands of Bermuda, Trinidad, and Puerto Rico.

New travel delight

Experience the culinary delights of "The Gourmet in France": the best restaurants plus haute cuisine classes at Cordon Bleu. "Venezuelan Varieties" transports you from ultramodern Caracas to the majesty of the world's highest waterfall: Angel Falls. Following in the footsteps of Alexander the Great, "Paths of Glory" crosses the Khyber Pass and on into the beautiful and ancient cities of Pakistan.

"Europe Revisited" is a leisurely in-depth return to Europe with an opportunity to go back to visit favorite haunts. The "West African Seminar" of the African-American Institute is co-sponsored by NEA and the National Council for the Social Studies. The five weeks include living on campus in Ghana and Nigeria; study includes geography, race, language, history, social studies, religions, music, dance, and other art forms. The price: $1,425.

"Holiday in Italy, Sicily, and Tunisia" is a new 22-day gem of a tour, with a choice of New York departures: July 6, 13, 20, and August 3. The price: $860. By plane, bus, and ship, the itinerary includes romantic glamour spots off the beaten path.

Student tours

Student tours are being offered by the NEA Educational Travel Division this year for the first time. High-school-age sons and daughters of NEA members can enjoy an exciting and worthwhile vacation in Europe, complete with a stay at an international school in Geneva and a week at a Swiss ski lodge. (Watch later issues of the NEA REPORTER for further details.)

Two student seminars have been developed for the Future Teachers of America—one in Oxford and one centering in Cologne, Germany.

Special charter flights to Europe will have blocks of seats reserved for Student NEA members, although members of Student NEA continue to be eligible for all NEA-operated tours and flights.

TO: NEA Educational Travel Division
1201 Sixteenth St., N.W.
Washington, DC 20036

Gentlemen:
I would like information about NEA-operated travel.
Send me the items checked below:

- ☐ 80-page booklet describing 76 tours and seminars, "Holiday Adventures Summer 1971." Please check this item **only** if you have not already received a copy.
- ☐ Charter and group-fare flights to Europe (complete information).
- ☐ Academic credit with charter and group-fare flights.
- ☐ A selection of eight European mini-tours, originating in London or Amsterdam (available in conjunction with the 40 charter and group-fare flights). 12-32 days, $220-$610.
- ☐ Spring vacation tours.
- ☐ "Venezuelan Varieties" tour.
- ☐ "West Africa Seminar" and "East Africa Seminar" — African-American Institute's NEA/NCSS co-sponsored seminars.

Name .....

Street .....

City ..... State ..... Zip .....

clip here and mail to above address

A Moro dancing girl practices her art for tourists at the exotic port of Zamboanga on the Philippine Island of Mindanao. For information about NEA-operated travel programs, mail the coupon at the top of this page.

1971 group-fare flights for individual members

Flight Code #	No. Days	Depart	Return	City	Round-Trip Group Airfare	Airline
T/SK-1	32	June 28	July 29	New York-Copenhagen-New York	$297.00	SK
T/SN-1	57	June 28	Aug. 23	New York-Brussels-New York	$292.00	SN
T/SN-2	29	July 1	July 29	New York-Brussels-New York	$292.00	SN
T/SK-2	29	Aug. 2	Aug. 30	New York-Copenhagen-New York	$297.00	SK
T/ECE	36	July 28	Sept. 1	New York-Geneva-New York	$297.00	SR
T/LH-1	29	July 1	July 29	New York-Frankfurt-New York	$297.00	LH
T/AF-1	64	June 28	Aug. 30	New York-Paris-New York	$292.00	AF
T/KL-1	65	June 24	Aug. 27	New York-Amsterdam-New York	$292.00	KL
T/KL-2	43	July 8	Aug. 19	New York-Amsterdam-New York	$292.00	KL
T/KL-3	31	July 20	Aug. 19	New York-Amsterdam-New York	$292.00	KL
T/KL-4	32	Aug. 2	Sept. 2	New York-Amsterdam-New York	$292.00	KL

Airline codes: SK=SAS-Scandinavian Airlines; SN=Sabena-Belgian Airlines; SR=Swissair; LH=Lufthansa German Airlines; AF=Air France; KL=KLM-Royal Dutch Airlines

1971 charter flights for individual members

Charter Code	No. Days	Depart	Return	City	Round-Trip Airfare
NEA/CW-1	43	June 14	July 27	St. Louis-Amsterdam-St. Louis	$270.00
NEA/CW-2	36	June 15	July 21	Minneapolis-London-Mnpls.	$264.00
NEA/CW-3	25	June 22	July 16	Indianapolis-Amsterdam-Ind.	$249.00
NEA/CW-4	56	June 23	Aug. 18	Detroit-Amsterdam-Detroit	$278.00
NEA/CW-5	32	June 28	July 29	Columbus, Ohio-London-Columbus	$241.00
NEA/CW-6	57	June 28	Aug. 24	Boston-London-Amsterdam-Boston	$244.00
NEA/CW-7	29	June 29	July 27	Hartford, Conn.-London-Hartford	$213.00
NEA/CW-8	57	June 29	Aug. 24	Chicago-London-Chicago	$292.00
NEA/CW-9	29	June 30	July 28	J.F.K.-London-J.F.K.	$214.00
NEA/CW-10	50	July 1	Aug. 19	Phila.-London-Amsterdam-Phila.	$252.00
NEA/CW-11	28	July 1	July 29	J.F.K.-Amsterdam-J.F.K.	$222.00
NEA/CW-12	24	July 20	Aug. 12	J.F.K.-Amsterdam-J.F.K.	$202.00
NEA/CW-14	29	Aug. 2	Aug. 30	Detroit-Amsterdam-Detroit	$240.00
NEA/CW-15	24	Aug. 3	Aug. 26	Chicago-London-Chicago	$247.00
NEA/CW-16	29	Aug. 4	Sept. 1	J.F.K.-Amsterdam-J.F.K.	$212.00
NEA/CW-17	27	Aug. 5	Aug. 31	J.F.K.-London-J.F.K.	$204.00
NEA/CW-18	20	July 3	July 22	Detroit-London-Detroit	$245.00
NEA/CO-1	72	June 24	Sept. 3	L.A.-Amsterdam-L.A.	$293.00
NEA/CO-2	44	June 27	Aug. 9	L.A.-London-L.A.	$287.00
NEA/CO-3	34	June 28	July 31	L.A.-Amsterdam-L.A.	$293.00
NEA/CO-4	30	Aug. 5	Sept. 3	L.A.-Amsterdam-L.A.	$285.00
NEA/CO-5	60	June 18	Aug. 16	Portland-Seattle-Amsterdam-Seattle Port.	$293.00
NEA/CC-1	64	June 22	Aug. 26	Newark-Amsterdam-J.F.K.	$230.00
NEA/CC-2	31	July 6	Aug. 6	Newark-London-J.F.K.	$185.00
NEA/CC-3	32	July 13	Aug. 13	Newark-Amsterdam-J.F.K.	$193.00
NEA/CC-4	31	June 20	July 19	Newark-London-J.F.K.	$185.00
NEA/CW-19	31	July 6	Aug. 5	Philadelphia-London-Philadelphia	$196.00
NEA/CW-20	25	Aug. 7	Aug. 31	Philadelphia-Amsterdam-Philadelphia	$196.00
NEA/CW-21	45	June 10	July 24	Dallas-Amsterdam-Dallas	$298.00

'Alarming trend'

Federal share of school support drops

For the third consecutive year, the federal government's share of support to the nation's public schools will dwindle in 1970-71, reaching the lowest percentage level since 1964-65, according to an NEA report released this month.

Meanwhile, the state and local governments will shoulder the added burden, with each level contributing a higher percentage of the total school funds than a year ago. But some states and many school districts report impending financial crises that threaten to close the school doors to many children.

The federal share reached an all-time high of 8 percent of the school dollar in 1967-68, then dropped in the past two years. Federal support was 7.4 percent in 1968-69; 7.2 percent in 1969-70. Estimated contribution this year will be 6.9 percent.

"The federal government continues backing away from its responsibility to aid the nation's hard-pressed schools and the 50 million school-age children," said NEA President Helen Bain. "This downhill trend is alarming. The federal government is providing a pittance—only one-fourteenth of each school dollar. We strongly believe it should be supplying about one-third of the school funds, with the state and local governments providing similar proportions."

Mrs. Bain noted that there had been substantial gains in school services throughout the nation for about two decades, but that a plateau appears to have been reached. This leveling off is underscored in the NEA Research Division's 29th annual report on the public schools, "Estimates of School Statistics, 1970-71."

"Capital outlays for schools actually decreased this past year as well as last year," the NEA president pointed out. "The rise in per-pupil expenditures would not offset the higher prices of goods and services. And the rise in salaries for teachers—salaries that have always trailed those for most other professions—was just about enough this past year to cancel the rise in consumer costs."

"These and other indications," Mrs. Bain continued, "are depressing evidence that education has not been granted the high priority it should have among our national concerns in these perilous times."

Mrs. Bain said she will be watching President Nixon's State of the Union message "very, very carefully" to see what leadership the President is willing to take in meeting the education needs of this country. "The NEA is concerned about what place education really has among this Administration's priorities," Mrs. Bain said.

The NEA president said she has offered the services of the association to Administration officials on several occasions and has offered to meet with Nixon in San Clemente, Calif., prior to his drafting of the State of the Union message.

Outlays decrease

Capital outlays this school year are estimated at $4.1 billion, a decrease of four-tenths of a percent from 1969-70. Last year there was a 6.8 percent drop from 1968-69.

The decrease may in part reflect the leveling off of enrollment increases, NEA researchers said. Inflation of building costs and high interest rates on bonds to finance construction were also factors in slowing down construction plans.

Estimated fall 1970 enrollment in public elementary and secondary schools was 45,880,-950. The enrollment increase of less than 1 percent over 1969-70 was the smallest annual gain in the last 10 years. Over the decade enrollment rose 26 percent. The gain in elementary enrollment was 91,000, or 3 percent, compared to a gain of 294,000, or 1.7 percent at the secondary level.

Divergent trends are affecting the national enrollment picture: lower numbers of children born in the 1960's who are now coming of elementary school age and the establishment of white private academies in the wake of desegregation and decreasing enrollments. At the same time, the addition of kindergartens and the closing of private and parochial schools because of financial pressures are increasing public school enrollments.

Per-pupil expenditures this year are estimated at an all-time high of $839. However, the increase from $773 last year is not enough to permit schools to purchase the goods and services they could in 1969-70, NEA said.

Per-pupil expenditures vary widely from state to state. Eleven states will have an expenditure of $950 or more per pupil, whereas five states will have expenditures under $600.

NEA Task Force on Vocational Education set in motion

The NEA Task Force on Vocational Education held its first meeting last month at NEA Center. The task force—authorized by the 1970 NEA Representative Assembly and appointed by President Helen Bain—is charged to "study the whole spectrum of the Department of Vocational Education and develop plans to strengthen and coordinate all vocational education in the curriculum and the profession." At the meeting, above, are (left to right) Peter Haines, professor of vocational education and program coordinator for business and distributive teacher eduucation, Michigan State University; Paul Drake, NEA director, Tennessee; Renetta Heiss, task force chairman, professor of business education, Shippensburg (Penna.) State College; Kenneth Seamon, vocational teacher, Towson, Md.; James R. Vaughn, vocational teacher, Hanson, Ky.; Elton Schoenrock, vocational teacher, North Mankato, Minn.; John Louis, vocational shop teacher, Mesa, Ariz.; and Earl Funderburk, staff contact for the NEA task force.

Members of profession invited to submit ideas and comments for NEA constitution

All members of the teaching profession are invited to submit ideas, suggestions, or comments on a constitution for the National Education Association. These will be accepted by the Constitutional Convention Drafting Committee until March 1.

They should be sent to Con Con Drafting Committee, c/o Office of the President, NEA, 1201 16th Street, N.W., Washington, D.C. 20036.

According to Chairman Gene Duckworth: "The committee will welcome written comments on any phase of the NEA organization, structure, governance, or any aspect the individual wishes to bring to our attention."

In addition, the Drafting Committee has scheduled a serries of regional open hearings and a centralized hearing at NEA Center February 24. Hearings are open to members and nonmembers.

Hearings were held December 12 in New England, January 9 in the Mountain States and in the Southwest, and January 16 in the Mid-Atlantic, North Central, Northwest, and Southeast states. On January 23, hearings will be held on the West Coast (Executive House-Thunderbolt, Millbrae, Calif.), and in the Midwest (O'Hare Inn, Des Plaines, Ill.). Two hearings will be held January 30 in the Central states (President Hotel, Kansas City, Mo.) and in the East Coast (Delmonico's Hotel, 502 Park Ave., New York City).

Anyone wishing to testify at an open hearing may register in advance by contacting the committee at NEA Center or may register the day of the hearing. Complete details will be provided at the time of registration.

The committee plans to begin work on a preliminary draft of a constitution early in March after the input process has been completed.

Classroom teachers resolutions due

Local associations and state associations of classroom teachers are requested to send copies of their resolutions to the Association of Classroom Teachers at NEA Center by February 12. ACT's resolutions committee will study these resolutions and consider them along with those submitted by individual classroom teachers.

ACT's resolutions committee will meet from February 25-28 in Washington, D.C., to draft the resolutions which will be presented to the ACT Representative Assembly in Detroit at the end of June.

Members appointed to the 1970 resolutions committee are Michael Logan, Iowa City, Iowa (chairman); Judy Behnke, Hickman Mills, Mo.; Albert Cranston, Cheyenne, Wyo.; Bernard Freitag, Trevose, Pa.; Robert Green, Rutland, Vt.; Mary Jane Scritchfield, Las Vegas, Nev.; Posey Smith, Jackson, Miss.; and Lois Tinson, Los Angeles, Calif. Virginia Newman, Lansing, Mich., is ACT executive committee liaison to the resolutions committee.

Art teachers warned of asbestos hazard

The Association of Classroom Teachers has been alerted to the hazard of asbestos as a potential for cancer. Art materials, including some modeling clay, may contain asbestos. Teachers who use art materials in the classroom should be aware of the danger and guard against careless use of the material.

A news release with further details on the subject is available free of charge from The Dispatch News Service, 295 National Press Bldg., Washington, D.C. 20004.

names in the news

Helen Wise, immediate past president of the Pennsylvania State Education Association, is the new president-elect of the National Council of State Education Associations and becomes president next year, succeeding **Robert Addington,** executive secretary of Washington Education Association, who is now NCSEA president.

Ruth Strang, professor emeritus of education at Teachers College, Columbia University, and former editor of the *Journal of the National Association of Women Deans and Counselors,* died January 3 in Long Island, N.Y.

Joseph Duncan of Yanceyville, North Carolina, was recently elected chairman and **Betty Buford** of Plainview, Texas, vice-chairman of the NEA Human Relations Council.

Forrest E. Conner, executive secretary of the American Association of School Administrators since 1963, will retire from the post July 1, 1971.

The NEA Center for Human Relations has announced the following appointments to new positions: **Thomas Villarreal, Jr.,** former high school and university teacher and coach from Edinburg, Texas, as coordinator for Mexican-American education; **Earl H. Jones,** former executive director of the District of Columbia Association of Classroom Teachers, as general assistant for civil liberties and intergroup relations; and **Lance Lujan,** a Kiowa-Taos Indian from Mountain View, Oklahoma, as coordinator for American-Indian education.

Alfred Carr, formerly executive director of the Pasadena (Calif.) Education Association, assumes the position of assistant executive secretary of the Association of Classroom Teachers this month.

Karl G. Swan, president, Department of Classroom Teachers of the Utah Education Association, was elected to the Utah State Senate in November, 1970.

Laura Mae Brown, president of the American Association for Health, Physical Education, and Recreation, has been appointed to serve on a task force concerned with the needs of the elderly in preparation for the White House Conference on Aging in November-December 1971.

Photographs of **Elizabeth Koontz,** director of the U.S. Labor Department's Women's Bureau and former NEA president, and **Mildred S. Fenner,** editor of *Today's Education,* are included in the *Ladies' Home Journal* for January 1971 as two of "America's 75 Most Important Women." The selection was made on the basis of those who have "made the greatest impact on our civilization within the last five years."

Robert O. Fitzsimmons, former principal of the John F. Kennedy High School in Cedar Rapids, Iowa, is the new director of student activities for the National Association of Secondary School Principals. He succeeds **Gerald Van Pool,** who retired in December after almost 25 years of service with the association.

Frances M. Andrews, professor and head of the Music Education Department at Pennsylvania State University, became president in July of the Music Educators National Conference (an NEA national affiliate) for a two-year term.

'Eleventh hour'

Bain urges environmental action

Noting that the first nationwide survey reveals a dearth of environmental education programs, NEA President Helen Bain has urged an "immediate, serious commitment" in this crucial area.

Mrs. Bain revealed she was "disappointed and alarmed" to learn that only about one school system in 10 has a substantial program in this field. In an urgently needed reordering of national priorities, she added, this is one of the items that must be lifted high on the list.

"Ecologists stress that our increasingly urban, industrial civilization may be approaching the 'eleventh hour' as the pollution of our environment continues and our natural resources dwindle," Mrs. Bain said. "I urge governments, schools, and the public to join in this vital commitment. And I especially call upon our 1.1 million NEA members to use their influence now—before time runs out."

The survey, which encompassed kindergarten through adult education, was completed by NEA's Research Division in cooperation with the National Park Service, U.S. Department of Interior, and the American Association for Health, Physical Education, and Recreation, an NEA affiliate.

Saving the environment is preserving civilization, Mrs. Bain emphasized. "This not only is an idea whose time has come, but also an idea whose time may all too quickly pass if we do not grasp it."

The NEA president's challenge represents a stepped up—not a new—commitment by the nation's largest professional organization. In 1969 the 7,000-member Representative Assembly added "human ecology" to the list of "critical issues" which it recommended that each school curriculum reflect. Last July the Assembly endorsed a new resolution on "Environmental Education," and a short time later an NEA Task Force on Environmental Education began helping implement it. NEA was a prime promoter of the nationwide Environmental Teach-In and Earth Week held last April.

An initial check with 4,143 superintendents of school systems with 1,000 or more students (encompassing over 90 percent of the nation's public school enrollment) revealed that 781 systems qualified for the survey; that is, they were conducting an environmental education program in which a staff person was employed at least one-half time.

One key part of the survey focused on future needs for developing and strengthening these programs. Type of assistance most needed, respondents said, is financial aid from outside the school system, with 62 percent listing this item. Second most important (55 percent) is more financial help from the school system itself.

Among other kinds of assistance needed, in descending order of frequency mentioned, are: instructional materials, in-service training guidelines, curriculum plans, community involvement and assistance, and research and evaluation help.

Mrs. Bain asserted the survey indicates a "decided need" for increased financial backing by the federal and state governments. The school systems responding reported a median budget of only $3,000 a year for capital outlay for the programs, and $7,000 for current operating expenses. Only 34 percent of these programs receive financial help from the federal government, mainly under the Elementary and Secondary Education Act, and just 21 percent are aided by their state governments. Most support now comes from the local school systems.

Urban phys ed, health priorities set

Children who live in large cities must be offered a quality program in health, physical education, and recreation through twelfth grade, equal to the best. This was one of the priorities that emerged last month from a conference attended by directors of health and physical education programs in the nation's largest cities.

The directors were brought together in Cleveland by the American Association for Health, Physical Education, and Recreation, a national affiliate of NEA. AAHPER President Laura Mae Brown, who called the conference, said she finds in travelling about the country that urban problems can be predicted because they are the same no matter which city she visits. Nevertheless, she told the conferees, there are innovative and responsive programs despite the difficulties.

The urban directors shared ideas about their programs and agreed on additional priorities:

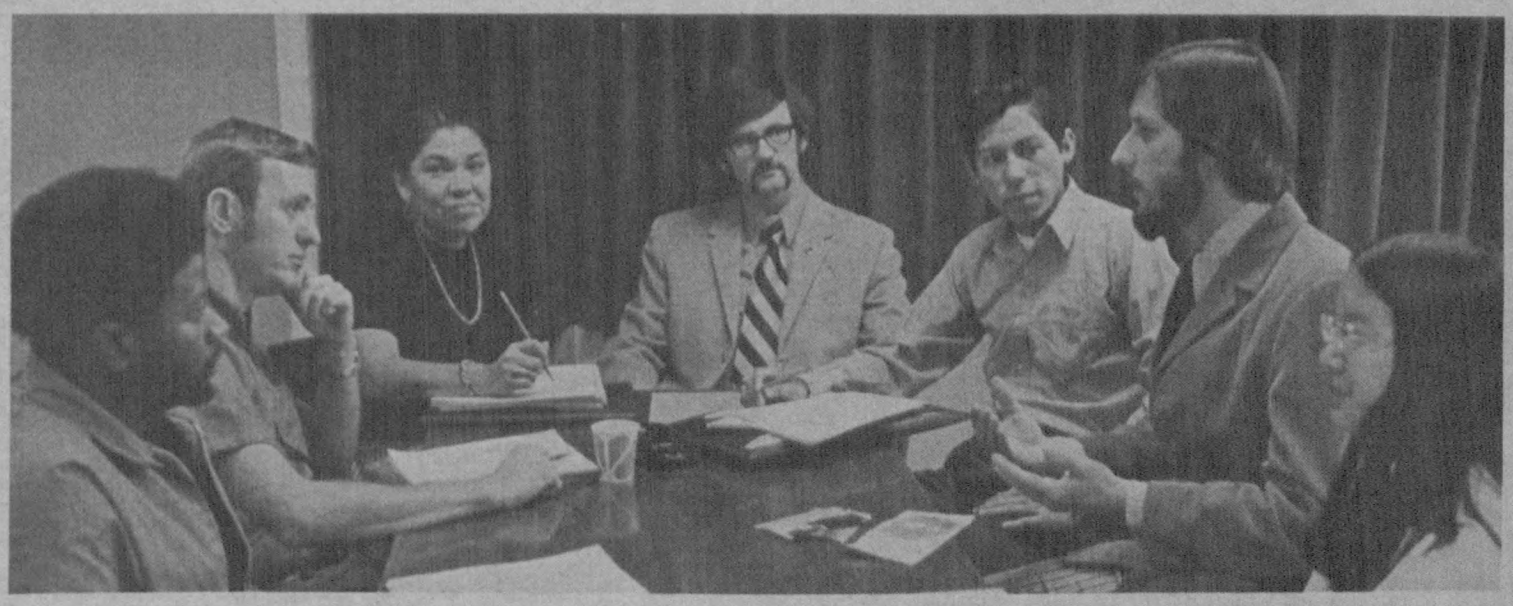
- Students must be listened to and involved in the organization of dynamic programs in health, physical education, and recreation.
- Better public relations must begin by the establishment of realistic channels for honest communication between teachers, schools, students, and community.
- More and better facilities and equipment are essential; existing facilties must be used creatively and imaginatively; the pupil-teacher ratio must be low enough, and supplies and equipment sufficient, to allow individual instruction and maximum participation.
- Activities such as intramural and interscholastic athletics programs must be broadened to include more students because there is evidence that activities such as these lead to a decrease in school dropouts and vandalism.
- Knowledgeable and frank discussion of such health problems as drug abuse and venereal disease is absolutely necessary and must begin at the grade school level.

Florida junior college faculty votes for NEA

The Florida Education Association won "a resounding victory" in a representation election last month with the American Federation of Teachers (AFL-CIO) for faculty members of Hillsborough Junior College.

In a secret-ballot election, the faculty voted by a margin of 3-to-2 to join the National Faculty Association, an affiliate of FEA and NEA. The vote came following presentations by the Association and AFT.

Wally Johnson, FEA executive secretary, hailed the vote as "a resounding victory" for the professional association in Florida and a "significant defeat" for the AFT. "We welcome Hillsborough Junior College to the United Teaching Profession and are delighted to see further evidence of higher education's trend toward accepting the services and protection offered by the United Teaching Profession."



Student NEA Council for Human Relations holds its first session

The Student NEA has formed a National Council for Human Relations to help student teachers "meet the human problems of education that relate to both the public schools and the community," according to Mel Hilgenberg, SNEA president. The council, he said, will work mainly through local Student NEA chapters and, as soon as they can be established, through local campus-based human relations councils. Participating in the first meeting at NEA Center last month are (left to right above): Robert Abney, Washington, D.C.; David L. Reinke, Englewood, Colo.; Julia Herrera, Santa Fe, N.M.; Mel Hilgenberg, Longmont, Colo.; Leon Bazar, Kingsville, Tex.; Denis Stenson, Denver, Colo.; and Janet Dere, Pleasant Hill, Calif. The council also worked on guidelines for creating human relations councils on campuses.

New York college faculty returns to work

Courage, determination, and a willingness to fight for professional standards and academic freedom have brought victory to striking faculty members at Ulster County Community College in Stone Ridge, New York. The faculty returned to work November 30 when "substantial progress" was reported in bargaining talks with the county legislature.

The faculty struck November 16 after months of negotiations had failed to produce a new contract.

"Our good-faith attempts to negotiate through a process of well-intentioned give-and-take have been consistently met by a 'take-it-or-leave-it' attitude," said Richard C. Smith, president of the UCCC Faculty Association, as the walk-out began.

The faculty walk-out, supported by an overwhelming majority of the faculty, was joined the following day by a student boycott of classes in support of the faculty. On November 18, the UCCC Board of Trustees announced the closing of the college until November 30.

The faculty immediately began a program of informing the community about the issues in the dispute, and by November 23 negotiations had resumed.

Faculty members returned to work November 30 after talks brought substantial agreement over major features of the contract, including salary increases of 15 percent and 10 percent over two years.

An appeal for support for the strike sent by Smith to all NFA locals drew an overwhelming response in the form of resolutions and contributions to a special emergency fund. The emergency fund was in addition to support received by the strikers from NEA and the New York State Teachers Association's Teacher Defense Fund.

ACT Forum members continue push for minority involvement

Lydia Swengel, a kindergarten teacher from Yuma, Arizona, listens to a comment of Manuel Gonzalez, an industrial arts teacher from El Paso, Texas, at a meeting of the ACT Forum November 13-15 in Washington, D.C. The forum was created by the Association of Classroom Teachers executive committee in 1968 to encourage minority group participation in professional associations, particularly ACT and NEA. At the November meeting, the 15-member group worked on implementation of a leadership training program for minority group members and on development of a program to encourage the creation of forums at local and state levels. The forum also considered long-range plans to ensure minority representation on the ACT advisory council.

Unsatisfactory conditions reported

Below is a current listing of names of school districts or systems where a state education association has notified members of the profession and the public that unsatisfactory educational conditions exist.

Association	District or System
• California Teachers Association	Lawndale Elementary
• California Teachers Association	Ukiah Unified
• California Teachers Association	Tehachapi Unified
• California Teachers Association	Los Altos Elementary
• California Teachers Association	Madera Unified
• Illinois Education Association	Decatur Dist. No. 61
• Maine Teachers Association	SAD 13 (Bingham area)
• Minnesota Education Association	Appleton Public Schools
• Minnesota Education Association	Verndale Public Schools
• Missouri State Teachers Assn.	Missouri Public Schools
• Nebraska State Education Assn.	Tri-County Public Schools
• North Dakota Education Assn.	Turtle Lake Public School
• Ohio Education Association	Northwest Local
• Ohio Education Association	Ohio Public Schools
• Ohio Education Association	Springfield Local
• Oklahoma Education Association	Oklahoma Public Schools
• Pennsylvania State Educ. Assn.	Erie Public Schools

School counselors plan to form NEA affiliate

A task force of counselors who are members of NEA met November 27-30 in Washington, D.C., to set in motion a plan for establishing a National Association of School Counselors as an NEA national affiliate.

The task force will circulate forms for charter membership among its counseling ranks within the 50 states and D.C. So that the potential members may participate in the grass roots involvement in forming this association, the task force has set up some priorities and goals for which the charter members will assume active leadership.

Missouri legislature raises school support

The Missouri State Teachers Association reported this month that the state's legislature, meeting through December 30, 1970, in special session, raised additional taxes to provide a $70 million increase in school support. No less than 80 percent of the increase must be used for teachers' salaries.

MSTA was in the forefront in the campaign to obtain the additional state revenues, which will go to all the state's public schools. Additional funds should likewise be available for junior and four-year colleges.

The money will be raised via increased corporate and individual income taxes and taxes on beer, liquor, and wine.

Seven Grass Roots seminars scheduled in coming months

Seven Grass Roots Involvement Program (GRIP) seminars are scheduled for February, March, and April. Preregistrations are now being accepted for the following NEA-GRIP seminars:

- Central States and Southwest regions, February 4-6, Tulsa, Oklahoma
- Mid-Atlantic region, March 11-13, Gaithersburg, Maryland.
- Northwest region, March 18-20, Seattle, Washington
- Mountain States and West Coast regions, March 25-27, Salt Lake City, Utah
- New England and East Coast regions, April 15-17, New Haven, Connecticut
- North Central region, April 22-24, Sioux Falls, South Dakota
- Midwest region (to be determined).

GRIP was designed to take NEA's priorities directly to NEA members, and to provide a means for members to feed their concerns back into the NEA. The first GRIP seminar, held in Huntsville, Alabama, November 4-7, 1970, attracted 600 educators from eight states in the Southeast. Thirteen NEA units contributed to the seminar program.

For further information, fill out the coupon below.

TO: NEA-GRIP
1201 16th St., N.W.
Washington, DC 20036

Please send me a preregistration form for the GRIP seminar in .....

Send me further information on GRIP. ☐

Name .....

Street .....

City .....

State ..... Zip .....

NEA delegation visits schools in Soviet Union

NEA President Helen Bain and Immediate Past President George Fischer make friends with kindergarten children in Tbilisi, capital of the Georgia Soviet Socialist Republic. Mrs. Bain headed an NEA delegation of five which visited schools in Tbilisi, Leningrad, and Moscow from November 6 to 17. The visit was under the auspices of the Educational and Scientific Workers Union of the USSR. The NEA delegation discussed education with Soviet teachers, shared information about teacher organizations, and worked to establish greater understanding and cooperation between the two nations' teachers. NEA has invited a USSR delegation of teachers to visit NEA Center this year.

Social studies teachers say:

'School learning environment must change'

The learning environment in America's schools must change if social studies teachers are to do their jobs. This was the message given 5,000 members of the National Council for the Social Studies in November by their outgoing and incoming presidents. The teachers attended NCSS's 50th anniversary conference in New York City. NCSS is a national affiliate of NEA.

Outgoing President Shirley H. Engle told the conferees that "a commitment to intelligence and social responsibility requires that the schools be an open-ended and free institution where students are treated with respect rather than condescension. There is little hope for the development of intelligence and democratic responsibility," he said, "in an institution built on a military model or even on that of a benevolent dictatorship."

Dr. Engle, who is professor of education, Indiana University, urged that the subjects of social studies be looked upon as instrumental to citizenship rather than as ends in themselves. If this were done, he said, "the school will be made to exemplify, in every respect, including that of its governance, a society of intelligent and responsible citizens working to improve the life which they are living. The school will be used as a laboratory where students can openly investigate the workings of a human community."

Incoming NCSS President John Jarolimek, education professor at the University of Washington, told the conferees that there are "incredible inconsistencies in what young people learn through their in-school and out-of-school experiences. On the one hand," he said, "they learn that involvement in social and political processes is an important requirement of a democratically based society; on the other they are often denied the opportunity to participate in such processes as a part of their educational experience.

"Social studies programs that are intended to prepare young people for their roles as responsible citizens in this society cannot function in school environments that are inconsistent with such goals," he said. Further, he pledged that NCSS would work to build "improved programs of social studies education for the young people of this country."

Honolulu teacher captures $1,000 writing award

Barbara Robinson, a teacher from Honolulu, received a certificate and a check for $1,000 as top winner in the seventh annual Teachers' Writing Competition, sponsored by *Today's Education* and the Reader's Digest Foundation. Above, *Today's Education* publisher John D. Sullivan congratulates Mrs. Robinson at a Washington, D.C., luncheon honoring the top winners. The editor of *Reader's Digest* Dutch editions, Jon Heyn (center), presented the $1,000, which is provided by the Reader's Digest Foundation. Mrs. Robinson's winning story, "Kwan-Hi," appeared in the November issue of *Today's Education*. Helen Severs, from Bethlehem, Pa., won second prize and a check for $500; Jeanne Ward, from International Falls, Minn., came in third and received $350.

Virginia teacher wins $4,500 settlement

Dabney Lee, a teacher who was not rehired by the Cumberland County (Virginia) School Board for the 1969-70 school year after a dispute with Virginia Education Association officials concerning the validity of Lee's nomination petition for a leadership position in the VEA, has been awarded a $4,500 stipulated settlement in Federal court. The NEA DuShane Emergency Fund financed the lawsuit on behalf of Lee.

Exemplary ratings

Lee, a great-grand nephew of Robert E. Lee, had received exemplary ratings as a teacher in the then all-black Luther P. Jackson School. As an active member of the predominantly black Cumberland Teachers' Association, he was a representative in the negotiations with the predominantly white association towards merger of the two associations.

CTA nominated Lee for treasurer of VEA, but upon advice of counsel, a VEA official rejected his petition because it did not meet the requirements of VEA bylaws. The court order, agreed to by attorneys for all parties, states that, upon Lee's threat of a lawsuit against the VEA, one VEA official called Lee's superintendent, and another contacted his school principal.

Heated argument

Because of the telephone calls, the superintendent called Lee to his office and had a heated argument about Lee's activities with regard to the VEA. The order states that as a result of these matters and Lee's CTA and VEA activities, the superintendent did not recommend Lee for a new teaching contract for 1969-70. Lee requested reasons for the termination and asked for a hearing, but these were denied.

U.S. District Court Judge Merhige ruled that the nonrenewal was based upon constitutionally impermissible criteria. He also ordered that Lee be offered a new teaching contract and that all derogatory references to Lee be purged from all school board records and personnel files. The board is also enjoined from giving Lee poor recommendations for future employment elsewhere.

Colorado association adds students to its state delegate assembly

Colorado Education Association members have voted 5,069 to 539 to include Student NEA-Colorado representatives in the CEA Delegate Assembly. By an 8 to 1 ratio, members approved amending the CEA articles of incorporation to seat, to a maximum of eight students, the student group's executive committee at the March 1971 CEA delegate assembly.

Court ruling extends teacher rights in New England

A recent ruling handed down by the U.S. Court of Appeals for the First Circuit has extended the rights of nontenured teachers in Maine, New Hampshire, Massachusetts, and Rhode Island.

The court held that Patricia Drown, a nontenured teacher who was not reemployed for the 1970-71 school year, was entitled, under the due process clause of the 14th amendment, to a written and detailed explanation of the reasons for her nonretention as well as access to the evaluation reports in her personnel file. The court also indicated that actions of a school board commited in "bad faith" may be constitutionally forbidden.

Last March, after receiving satisfactory ratings for her work as an English teacher at Portsmouth High School, Mrs. Drown was asked by a school administrator to resign from her position at the end of June. He had suggested that she was "unhappy with the school system." Mrs. Drown refused to resign, and she subsequently received notice of non-renewal of her teaching contract. She requested and was denied both the reasons for the board's action and the opportunity for a hearing. The New Hampshire Education Association took her case to court.

The Appeals Court has returned the Drown case to the district court, which must obtain the reasons for non-renewal from the Portsmouth School District. The court also affirmed that the teacher's interest in being rehired and in practicing his profession is sufficient to prevent a school district from not rehiring him for reasons which are constitutionally impermissible.

The court did not hold, however, that a nontenured teacher has a right to an administrative hearing when he is not reemployed. A more favorable ruling upholding the right of a probationary teacher to a fair and impartial hearing was obtained in the Fifth Circuit.

The DuShane Emergency Fund, which financed the filing of a "friend of the court" brief in the Drown case, is currently supporting other litigation to further the rights of nontenured faculty.

Major education bills enacted into law by the 91st Congress

Bill	Final Action	Provisions
U. S. Office of Education FY 1971 Appropriation HR 16916	Enacted over President's veto August 18, 1970; P.L. 91-380	Provides $4.4 billion for USOE in FY 1971; includes $75 million to help school desegregation and Whitten amendment prohibiting use of federal funds for forced busing.
Drug Abuse Education Act HR 14252	Signed into law Dec. 3, 1970 P.L. 91-527	Authorizes $29 million over three years for drug abuse training, materials, seminars, and pilot projects and $29 million for for community-based programs.
School Lunch Amendments HR 515	Signed into law May 14, 1970 P.L. 91-248	Amends National School Lunch Act of 1946 and Child Nutrition Act of 1966. Guarantees a free or reduced-price lunch to every "poverty-level" child; sets 20¢ maximum for reduced price meals; and increases authorizations for the pilot breakfast program.
Special Milk Program HR 5554	Became law without Presidential signature June 30, 1970; P.L. 91-295	Makes special milk program permanent, with authorization of $120 million annually.
Environmental Quality Education Act HR 18260	Signed into law October 30, 1970 P.L. 91-516	Provides $29 million over three years for curriculum development, teacher training and community programs in environmental education, and contains a "small grants" provision allowing civic and volunteer organizations to apply for funds.
Elementary and Secondary Amendments of 1970 HR 514	Signed into law April 13, 1970 P.L. 91-230	Extends ESEA through FY 1973, consolidates ESEA III (supplemental centers) and NDEA VA (guidance and counseling), increases authorizations for Title I, expands impact-aid to include children who live in public housing, and extends the 1968 Vocational Education Amendments.
Arts and Humanities Extension S 3215	Signed into law July 20, 1970 P. L. 91-346	Extends National Foundation for 3 years, increasing authorzations to $40 million in FY 1971, $60 million in FY '72, $80 million in FY '73.
Public Broadcasting Extension S 3558	Signed into law Oct. 7, 1970 P. L. 91-437	Extends life of Corporation for Public Broadcasting through fiscal 1972 with a $30 million annual federal authorization, and $5 million authorization from non-federal sources.
Guaranteed Student Loan Bill HR 13194	Signed into law Oct. 22, 1969 P. L. 91-95	Raises government guaranteed interest on student loans from 7% to 10%.
Office of Economic Opportunity Extension S 3016	Signed into law Dec. 30, 1969 P. L. 91-177	Extends the Economic Opportunity Act for two years, through fiscal 1971. Provision allowing governor's veto power over legal services was deleted.
Labor-Hew-OEO Appropriation HR 18515	Signed into law January 1971	Provides $19 billion for fiscal 1971, including $360 million for Head Start.
Supplemental Appropriations Bill for 1971 HR 19928	Signed into law January 1971	Provides $6 million to fund the Drug Abuse Education Act, for 1971, $2 million for the Environmental Education Act and $2.5 million for the Youth Conservation Corps.
Library Services and Construction Act S 3318	Signed into law Dec. 30, 1970 P. L. 91-600	Authorizes $1.1 billion over five years, through fiscal 1976, to improve library services with special emphasis on the disadvantaged in urban and rural areas.
18 Year Old Vote HR 4249	Signed into law June 22, 1970 P. L. 91-285	Gives 18-20 year olds the right to vote. The Supreme Court has interpreted this to mean in Presidential & Congressional races only, not in state & local elections.
Congressional Reform Bill HR 17654	Signed into law Oct. 26, 1970 P. L. 91-510	Reforms congressional committee and floor procedures; requires committee votes to be made public, curbs the use of non-record votes in the House, and permits media coverage of House Committee meetings.
Youth Conservation Corps S 1076	Signed into law August 13, 1970 P. L. 91-378	Establishes a pilot program to employ youths aged 15-18 in summer conservation projects. The program is administered jointly by the Depts. of Agriculture and Interior.
Veteran's Education HR 11959	Signed into law March 26, 1970 P. L. 91-219	Increases educational payment benefits for veterans 34.6 per cent. All raises retroactive to February 1, 1970.

Major education bills **not** enacted into law by the 91st Congress

Bill	House	Senate	Provisions
Manpower Development Bill S 3867	Vetoed Dec. 17, 1970 Veto sustained Dec. 21, 1970		$9.5 billion bill to expand and reorganize federal manpower and training programs with more authority to the Labor Dept.; contains provisions for public service employment.
Equal Employment Opportunities Commission HR 17555—S 2453	Stalled in Rules Committee	Passed Oct. 1, 1970	Brings teachers under the jurisdiction of the EEOC; gives that agency power to issue legally enforceable "cease and desist" orders against employers discriminating on the basis of race, religion, age or sex.
Mobile Teachers Retirement Act; HR 13916; S 3887	Hearings concluded	In Committee	Permits teachers to move across state lines without losing all retirement benefits.
Child Development and Day Care Bills HR 19362 S 2060	Reported from subcommittee Sept. 11, 1970	Hearings held	HR 19362 opens Head Start-type child development programs to all children, with emphasis on the disadvantaged; sets up state plan and consolidates several existing programs in HEW's Office of Child Development.
Higher Education Bills HR 18849 S 3636; S 3474	Markup started	Hearings held	Extends and revises higher education legislation.
Impact Aid Reform HR 16307; S 3581	Hearings concluded	Hearings held	Proposes changes in distributing formula for impact funds cutting out 2,000 school districts.
Medicare for Teachers HR 17550	Passed May 21, 1970	Passed Dec. 23, 1970 Differences unresolved	Extends Medicare coverage to teachers not presently covered, through agreements between HEW and state governments.
General Education Assistance Act of 1969 HR 10833 S 2199	Hearings concluded	In Committee	NEA bill to authorize $100 per school-age child to the states for increasing teachers' salaries and meeting other urgent needs; provides additional $2.5 billion for poorer states.
Professional Negotiations Act for Public Education, 1969 S 1951 HR 12484	In Committee	In Committee	Establishes a Professional Education Employees Relations Commission in HEW to mediate disputes between school boards and teachers organizations. Authored by NEA, bill provides recourse to commission should either side refuse to negotiate.
Grant Consolidation Act HR 19933 S 2479	Reported from subcommittee Dec. 7, 1970	Reported from subcommittee Jan. 16, 1970	Incorporated into the Intergovernmental Cooperation Act of 1970. Gives the President power to consolidate federal assistance programs; becomes law within 60 days if Congress does not register objection.
Copyright Revision S 543		Reported from subcommittee Dec. 10, 1969	Overhauls 1909 law. Sets standards for "fair use" of copyrighted materials for educational purposes, photocopying, and educational media.
Emergency School Aid Act HR 19446; S 3883	Passed Dec. 21, 1970	Reported from subcommittee Dec. 16, 1970	Revised Administration bill authorizing $1.5 billion to aid school desegregation. House bill allots funds for counseling, teacher training and innovative programs. Senate bill earmarks money for educational parks, attorneys fees and pilot projects.

Through 1971

Adult education funding revised

One of the few noncontroversial acts marking the final days of the 91st Congress was passage of legislation extending through fiscal 1971 the established formula for the allocation of adult education funds to states. The amendment was necessary to correct certain funding imbalances created by the earlier passage of the High School Completion Amendment to the Elementary-Secondary Education Act.

The extension by the 91st Congress of the adult education provisions of ESEA to authorize federal support to local school districts for high school completion programs for former dropouts is consistent with the statement on professional negotiation for adult education recently issued by the NEA's Division of Adult Education Service and distributed to local associations. That statement reads: "Every person, irrespective of age, should have the right and the oportunity to achieve a high school diploma or its equivalent at public expense. To this end, every school system, in cooperation with the local education association, should develop and provide a high school completion program suited to the needs of adults and free from unnecessary restrictions of granting credit, required subjects, and hours spent in classroom instruction."

NEA's Division of Adult Education Service is prepared to assist local associations strengthen and improve the professional benefits available to teachers of adults—and to encourage increasing numbers of adult education teachers to become active, participating members of the united profession.

Legislative and finance experts probe funding prospects

Members of the NEA Legislative Commission and members of the NEA Committee on Educational Finance met jointly last month in Washington, D.C., to discuss prospects for increased revenues for schools from federal, state, and local sources. At the meeting (above, left to right) are Thelma Spannbauer, Legislative Commission vice-chairman; NEA President Helen Bain; Wilbert V. Bolliger, Educational Finance Committee chairman; and George W. Corrigan, Legislative Commission chairman.

Needed: Cabinet-level Secretary of Education

One of our prime NEA concerns has been the establishment of a separate U.S. Department of Education headed by a Cabinet-level Secretary. The United States is the only major Western nation which does not have such a post, and we must see to it that this situation is remedied *now*. There are excellent rationales for a Cabinet post for education.

First, the problems of education are so great that the complete attention of a full-time spokesman at the federal level is required—a person who has the ear of the President and the respect of Congress, a person with intimate knowledge of schools and their functioning and of the entire educational system. We are aware that a child's health and the welfare of his family and community have a direct bearing on his education. Removing the E from HEW will also strengthen both health and welfare administration.

Second, a separate Department is necessary in order to give needed direction and coordination to the various educational activities now operated by the federal government. Scores of federal agencies, in addition to the U.S. Office of Education, are involved in education programs of one sort or another. Common sense dictates coordination of all these programs with responsibility for them vested in one person. This would bring about better administration, less duplication, and a more systematic approach to problems.

Third, a Cabinet officer, with accompanying visibility and prestige, would have an impact on bringing educational concepts to other areas of government. A Secretary would have much more opportunity than a sub-Cabinet Commissioner to introduce a "think education" climate government-wide.

Fourth, the appointment of a Secretary of Education would benefit the Congress. Such an official would provide a single repository of information to answer the questions which Congress has in authorizing and appropriating legislation, and would also be responsible for success or failure of programs established by Congress.

Fifth, a Department of Education would probably be granted *more* funds for education *earlier* in each fiscal year. This is, of course, a political judgment, but the fact is that a single voice for education, setting out the needs and the priorities, mustering and uniting all the lobbying efforts which are necessary to have funds approved by the executive and legislative branches, would be a potent force in seeking more equitable federal support for all education ventures.

Sixth, there has been a vacancy in the President's Cabinet since the creation last year of the U.S. Postal Service, an independent public corporation which assumed the duties and powers of the Post Office Department. The vacant Cabinet seat could—and should—be filled by a Secretary of Education.

Education has never had a high place in our national priorities. As a society, we bemoan the problems of education, but we really don't do much about them. The 1970 NEA Representative Assembly recognized this and called for the President and Congress to place education high in the immediate reordering of the nation's priorities. A Secretary of Education could be a first step in manifesting such a reordering. Then, from the Cabinet itself, education could forcefully be brought to the attention of top-level officials throughout government, and become the high priority it rightfully should be.

Everyone of you can help in making this a reality.

1. Talk to your faculty, PTA, and community leaders about giving education as much emphasis as transportation, agriculture, commerce, and labor.

2. Call, write, or visit your Congressmen and Senators, and enlist their support.

3. Keep yourself informed and maintain an enthusiastic drive. Talk up the idea every chance you get.

This is a practical, politically feasible way to begin to elevate education in our national priorities.

—Helen Bain, NEA president

91st Congress pushed funds for education

The major education issue in the 91st Congress (1969-70) was the funding of federal education programs. Faced with minimal budget requests from the Nixon Administration, the education community formed a powerful lobby which succeeded in increasing fiscal year 1970 appropriations by $600 million over the President's budget.

Educators also persuaded Congress to override Nixon's veto of the fiscal 1971 appropriation, which exceeded his request by $450 milion.

Lengthy hearings and debates were held on the thorny issue of school desegregation, with negligible results. Similarly, reforms and extension of higher education aid were stalled by fear of repressive legislation as a response to student unrest.

Other measures of concern to NEA failed simply because of wrangling over national priorities such as defense spending, welfare reform and trade matters (see chart, page 16).

NEA will ask the 92nd Congress to enact legislation to provide a sound financial base for public schools and to reconsider a number of vital education-related bills which foundered in the stormy closing days of the 91st Congress.

Commission urges federal education post

(Continued from page 1)

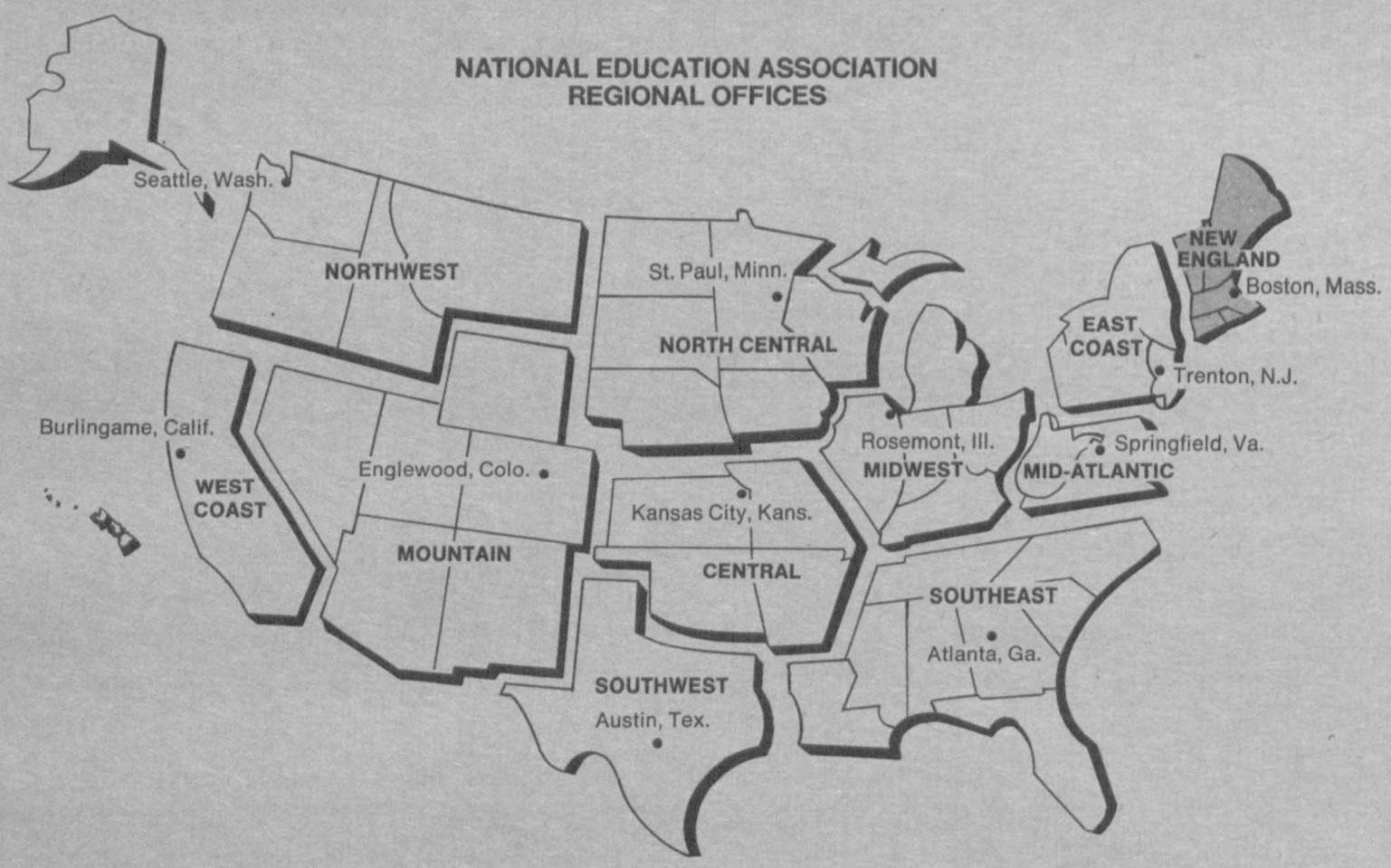
Educational observers predict two other areas will receive attention in the new Congress. The first is child day care and preschool education. The White House Conference on Children, which met in Washington, D.C., last month, voted comprehensive child care its number one issue. This vote is expected to give impetus to legislation that was drafted by a House subcommittee last year and aroused much interest on the Senate side as well. The Nixon Administration is reportedly drafting its own version of an early childhood education bill.

The new team at HEW—Secretary Elliot L. Richardson and recently appointed Commissioner of Education Sidney P. Marland, Jr.—has also shown interest in legislation that would consolidate federal education programs into broadly defined block grants to the states. Richardson has already outlined such a proposal for higher education in a November 16 speech to the Council of Chief State School Officers meeting in Miami.

FTA works on White House Conference

Future Teachers of America is working cooperatively with the White House Conference on Youth, scheduled for early spring, 1971, to provide the viewpoint of secondary school students about specific issues in the field of education.

FTA chapters are collecting data on students' recommendations for improving the relevance of education, providing equal educational opportunities, preventing school dropouts, and developing meaningful student involvement. Seven thousand sets of survey sheets have been sent to local chapters. Information returned will be presented to the forums at the White House Conference.



Have expertise, will travel

Second in a series

NEA regionals—where the action is

NEA's New England Regional Office has been aptly described as a continual "happening" by its four professional staff members. The phones seem to be ringing constantly; visitors troop in and out; and more often than not, boxes of materials are piled on the reception room floor ready for mailing. Most of the callers — on the phone or in person, including teachers, students, local and state association representatives —seek information and/or assistance on projects ranging from providing resources for an advanced degree thesis to securing legal and financial aid in precedent-setting federal court cases.

Despite the traditional New England characteristics of individualism and independence, cooperation and mutual support among the six state associations has become a fact of life in this region. The state association leaders, both elected officers and staff members, and NEA Regional Office personnel meet regularly as members of the region's NEA Advisory Council. In addition, they have established the Council of New England Education Associations, Inc., a formal structure to promote regionwide communication and cooperation, to provide economic services for members, and to serve as a sounding board for current educational issues.

NEA Regional Director Harvey Zorbaugh reports, "We invite our Canadian counterparts from the Maritime Provinces to participate in our meetings and they do so regularly. Our next meeting will be held in Halifax, Nova Scotia, incidentally."

Teachers throughout New England are deeply concerned about improving the quality of public education in the area, as well as improving their own economic status. Toward those ends, they have been working overtime not only at the bargaining table but also in their local association committees focused on developing more sophisticated political programs.

The NEA Regional Office tries to provide creative assistance and support in all areas of teacher concern. For example, in November 1969 the regional office helped to design and conduct an experimental conference on curriculum change. The conferences themes were "School for the 70's" and "Change Back Home."

The participating associations sent teams of local association leaders, administrators, students and parents, school board members, and community officials. The teams zeroed in on problems of concern in their own districts, and with the help of state and NEA conference consultants, they drafted blueprints for change. The conference generated heat, controversy, and enthusiasm, but it also sparked back-home action of value.

At the height of the HEW educational appropriations controversy in March 1970, the regional office, in cooperation with the Massachusetts Teachers Association and with the help of NEA's Government Relations and Citizenship Division, organized a "fly-in" lobbying project. The presidents of 170 Massachusetts local associations flew to Washington, D.C., were briefed at NEA Center, and then bused to Capitol Hill, where they met with each Massachusetts Congressman.

As a result of those meetings and the work of Bill McLin, the regional office's legislative consultant, a number of Massachusetts Congressmen have now formed Teacher Advisory Committees drawn from those who made the flight.

This past August and September, Lou Vangel, NEA's negotiation and crisis specialist in the New England Regional Office, worked hard and long on a series of impasse situations in Connecticut and then throughout the strikes that followed. The Connecticut Education Association wisely sponsored a meeting of all the local affiliates in the state that faced September crises.

Following extensive round-the-clock negotiations, only six of those associations were forced to strike and delay fall school openings; some of them defied injunctions and contempt citations in their determination to hold out and secure just settlements. CEA and NEA supported the locals in each crisis, and significant gains for teachers ultimately were recorded in almost every case.

After assessing the experiences gleaned during fall 1970, as well as past crises, regional office staffers recognized the need for an organized Strike Management Seminar for local association leaders and state association representatives who wished to attend. The seminar's purpose was not to promote strikes, but rather to acknowledge that since strikes are literally being forced on teachers by arbitrary school boards and/or local governments, local associations must be prepared to conduct well-managed and well-supported actions when the need arises.

The conference, therefore, focused on the legal aspects of strikes, the organization and financing of strikes, and effective strategy and community relations during strikes. The 170 participants who attended from the six states evaluated the seminar as extremely important and helpful; they called for more direction in this area.

On another front, the regional office's membership and special services consultant, Joseph Letorney, is experimenting with a region-wide faculty representative network as a basis for improving regional membership and expanding teachers' knowledge about and utilization of NEA's special services.

Unification, meanwhile, continues to be a major thrust in the area. Rhode Island, Maine, and New Hampshire state associations are now unified, and Connecticut will be unified in September. Vermont is expected to be unified in 1972, and though statewide unification is still a pending issue in Massachusetts, 110 local associations in that state have already adopted unification on their own.

Ten UniServ representatives have now been placed in four of the New England states, and that number is expected to increase as the remaining states unify. The regional director helps recruit these UniServ representatives and along with the regional staff provides assistance and guidance as well as training for them.

One of the most enjoyable functions the regional office has, reports Regional Director Harvey Zorbaugh, is to train staff members of the six New England state associations. Working through NEA's Leadership Development Academy, the NEA staff has scheduled a series of 1971 training sessions for state staffers. The sessions will take place in February, March, April, and May and will include dialogues with invited leaders from fields other than education. Among the areas to be covered are: impasse resolution, crisis management, developing strong local association, financial and legal problems, bargaining techniques, curriculum change, community relations, and the impact of the nation's social problems on teachers and students and schools.

Opened in 1950, the New England office is NEA's oldest regional office. John Starie was NEA's first regional director and he served in the New England office from 1950 through 1958. Starie, who now heads up the Membership Development Section at NEA Center, noted that the changing regional programs, so decidedly in tune with the times, reflect a regional office that is perpetually young because its staff is able to renew itself and its activities in order to improve NEA's services to teachers.

NEA New England Regional staffers, left to right, are: William H. McLin, legislative consultant; Joseph A. Letorney, membership and special services consultant; Harvey W. Zorbaugh, director; and Louis Vangel, negotiation and crisis specialist.

current

What's going on in TV, radio, press, and national magazines

Television

(All times are Eastern)

Room 222—Wednesdays, ABC-TV, 8:00 p.m. (this is a new time period.)

Discovery—Sunday, January 24, ABC-TV, 11:30 a.m. "Lights, Cameras, Underwater Adventure." *January 31:* "Plain People." *February 7:* "Hong Kong—Part I." *February 14:* "Hong Kong—Part II." *February 21:* "Greenfield Village."

"Kids! 53 Things To Know about Health, Sex and Growing Up"—Wednesday, January 27, CBS-TV, 7:30 p.m. A report on youth's health problems, including addiction.

Man's Thumb on Nature's Balance—Wednesday, January 27, NBC-TV, 10:00 p.m. A study of the complexity of conservation problems.

Super Plastic Elastic Goggles—Saturday, January 30, NBC-TV, 12 noon. Using color as its subject matter, this special employs experimental techniques to give youngsters a new concept of seeing and learning.

The Turned On Crisis—Mondays and Wednesdays, Beginning February 1, NET, 7:00 p.m. Eight one-hour programs to be aired on consecutive Mondays and Wednesdays during the month of February. (See photo at right.)

The Price—Wednesday, February 3, NBC-TV, 7:30 p.m. Hallmark Hall of Fame presentation of the Arthur Miller drama.

Wildfire—Friday, February 5, NBC-TV, 7:30 p.m. Second in the GE Monogram series presents the dramatic story of 10,000 fire fighters as they battled one of the worst disasters in the history of the state of Washington.

It Couldn't Be Done—Tuesday, February 9, NBC-TV, 8:00 p.m. Rebroadcast of the AT&T special saluting Americans who turned 'impossible' projects into realities.

The Great Mojave Desert—Saturday, February 13, CBS-TV, 8:00 p.m. A National Geographic Society special depicting the struggle for survival in the desert.

Magazines

(Winter issues)

American Scholar—"Planetary Planning," by R. Buckminster Fuller. "The Uses of Violence in American History," by Michael Wallace. "The 'Relevance' of the 'Humanities'," by Herbert J. Muller.

Daedalus—"The History of Education," by John E. Talbott. "Is Politics Still the Backbone of History?" by Jacques Le Goff.

(January issues)

Foreign Affairs—"New Tides in Southeast Asia," by William P. Bundy. "Hazardous Courses in Southern Africa," by George F. Kennan.

Fortune—"The U.S. Economy in an Age of Uncertainty," by Charles E. Silberman. "Metalic Menaces in the Environment," by Gene Bylinsky.

Parents' Magazine—"School Integration and the American Character," by Ramsey Clark.

(February issues)

Good Housekeeping—"An Education Experiment that Could Affect Your Children."

Reader's Digest—"Hidden Threats to Your Child's Learning Ability," by Maya Pines.

Redbook Magazine—"Princeton Chose Me," by Jan Robinson. "What Are Tomorrow's Lawyers Thinking Today?" by Walter Goodman.

Coalition launches drive for 18-year vote

NEA recommends TV series, "The Turned On Crisis"

NEA is recommending an eight-part drug abuse television series, *The Turned On Crisis*, which will be aired on consecutive Mondays and Wednesdays starting February 1. The one-hour NET programs dramatically present information about drug abuse as well as ways for community groups to organize effective prevention programs. The above scene shows a segment of a psychodrama during a drug debate in "High Is Not Very Far Off the Ground," the last show in the series. A further series—emphasizing educators' roles—is planned this spring and both will be repeated in the fall.

A coalition of business, civic, education, and labor groups has announced it will launch a nationwide drive to register the 10.5 million 18-year-old youths whose right to vote in national elections was confirmed December 21 by the U.S. Supreme Court.

At the same time, the group will seek to extend the franchise to 18-year-olds in state and local elections—an extension barred by the High Court in its decision.

"Securing a lowered voting age for national elections is a step forward, but it's just the beginning," declared the coalition spokesman, Rosalyn Hester. "The task now is twofold: to translate the franchise into meaningful political participation and to give young people the right to vote on all levels of government."

Set to do this are organizations like the Student NEA and many other organized youth, labor, and business groups. The groups plan to launch a massive grassroots campaign to tell young people about the why, wherefore, and how-to of registering, voting, and "working" the political system.

Lobby to continue

Miss Hester, 24-year-old chairman of the Youth Franchise Coalition, said the coalition will continue its monumental lobbying efforts that last June led to congressional passage of the 18-year-old-vote statute. This means it will try in any way possible to extend the 18-year-old vote to state and local elections, both through a Constitional Amendment and through individual state referendums.

"The High Court decision was not what we had hoped for," Miss Hester said. "I'm fearful that limiting the franchise to national elections may heighten rather than lessen the frustration felt by young people ready and anxious to become fully participating citizens—locally as well as nationally."

But the chairman conceded that the decision should help "present our country's 'last' minority with a viable alternative to violence and street politics."

Student NEA, which has chapters in some 1,100 colleges and universities, has pledegd its full support to coalition goals. Melvin Hilgenberg, president of the 90,000-member student organization, said, "Student NEA will continue its efforts for full franchise until all youths 18 and over have the right to vote in all elections."

Court decision on 18-year vote step in right direction, Bain says

NEA President Helen Bain said the recent decision by the U.S. Supreme Court to retain the 18-year-old vote for national elections was "a step in the right direction."

"The NEA had hoped that the Court would see fit to make the 18-year-old vote legal on all three levels of government," Mrs. Bain said following the High Court's announcement that it has confirmed the youth vote for Presidential and Congressional elections but banned it for state and local races. "We do feel, however, that this is definitely a step in the right direction and should set a precedent for our state and our local governments,"

Mrs. Bain said she believes that "the kind of faith in the judgment and ability of 18-year-olds" demonstrated by the President, the Supreme Court, and the Congress should spur states to "quickly follow suit in extending the franchise."

Mrs. Bain added that she supports the efforts of the national Youth Franchise Coalition, which seeks a Constitutional amendment to the U.S. Constitution lowering the voting age for all elections.

Richardson, Marland to address school administrators meeting

Elliot L. Richardson, secretary of the U.S. Department of Health, Education, and Welfare, and Sidney P. Marland, Jr., the recently confirmed commissioner of education, will be keynote speakers at the 103rd annual convention of the American Association of School Administrators in Atlantic City, New Jersey, February 20-24. More than 27,000 persons are expected to attend the administrators convention.

Bayard Rustin, director of the A. Philip Randolph Institute, New York City, will speak February 23. Long a civil rights activist, Rustin was organizer of the March on Washington for Jobs and Freedom in 1963.

NEA President Helen Bain will also speak on February 23.

A debate on one of the most controversial curent issues in education, parochiaid, is scheduled for February 22. William D. Valente, professor of law at Villanova University in suburban Philadelphia will argue for parochiaid—government assistance to nonpublic schools. Opposing the issue will be Kenneth H. Hansen, professor of education, Washington State University, Pullman.

Brochures on NEA services now available

The first nine in a new series of brochures, each describing an NEA service available to the individual member, are now ready for distribution, the NEA Division of Field Services has announced.

The brochures tell succinctly what NEA does and can do to (1) help every Association member improve his professional competence; (2) protect his personal, human, and civil rights; (3) assist him in obtaining more economic benefits; (4) aid him in electing to public office candidates who have a genuine concern for good education; (5) set and maintain his professional standards; and (6) strengthen the effectiveness of both him and his local association through expert help in building a strong association and in negotiating with the school board for better learning conditions for the students and teaching conditions for the teacher.

The brochures are written specifically for the individual member.

Single copies of the first nine brochures—*Protection of Rights, Economic Benefits, Political Action, Improved Instruction, Public Relations and Publications, Research, Expert Help, Strengthening Locals*, and *Social Action*—may be ordered by mailing the coupon at right.

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Division of Field Services
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At National Study Conference

Teachers face the accountability issue

Classroom teachers are accountable for public education and readily accept the challenge of accountability. But they are accountable only in the degree that they share responsibility for education. Further, they can be held fully accountable only when (a) the public supports education in a measure commensurate with its expectations of education; (b) conditions of teacher service are defined jointly by the school board and the local teachers associations; (c) the school setting is conducive to teaching and learning; and (d) the teaching profession controls its internal affairs.

This was the consensus of some 55 classroom teachers who attended the Classroom Teachers National Study Conference on Accountability in Education, sponsored by the Association of Classroom Teachers, NEA, on November 27-28 in Washington, D.C. Also present at the conference were some 25 representatives of other organizations.

"Yes, classroom teachers *are* accountable, and we accept the challenge of accountability," emphasizes Paul Cole, conference chairman, of Lewiston, N.Y.

"If I put a seventh-grade book in front of my 13-year-old daughter . . . and she's in the seventh grade and can't read it . . . then I feel someone is accountable," states Julius Hobson, director, Washington Institute for Quality Education. Donald F. Wilson, president, ACT, listens attentively to Hobson's comments.

Put in perspective

To open the first session of the conference, ACT President Donald F. Wilson gave a historical perspective of the issue. "With the launching of Sputnik in 1957, national attention was drawn dramatically to the product emerging from the American public schools," he said. "Sputnik also marked the beginning of the infusion of greater amounts of federal funds into education through the passage of the National Defense Education Act."

The Negro revolution, Wilson continued, brought "an awakening of the national conscience to the inadequacies of public education in relation to all the disadvantaged children and especially the children of minority groups." This new awareness of the plight of the disadvantaged contributed to the passage of the Elementary and Secondary Education Act "with its array of titles, many directed to programs for the disadvantaged."

Increased federal funds for education brought into sharp focus the issue of accountability, Wilson said, prompting Congress to question "whether it was getting a big enough bang for its educational buck."

Panel viewpoints

A five-member panel then presented other viewpoints on accountability. Panel members were Charles Blaschke, president, Education Turnkey Systems; Kent Bowden, vice-president, Student NEA; Don Davies, associate commissioner for educational personnel development, U.S. Office of Education; Julius Hobson, director, Washington Institute for Quality Education; and Hugh Scott, Washington, D.C., superintendent of schools.

Throughout most of the conference, participants worked in groups of 10 to 12 persons each; they discussed specific questions relating to accountability as it affects the classroom teacher.

Participants agreed that as individuals classroom teachers are accountable for—

- adequate academic preparation and continued professional growth
- knowledge and concern for students
- communication with students, staff, community, and the education profession
- involvement in educational and social concerns
- membership in and support of the united profession
- ethical conduct.

As professional educators, participants said, classroom teachers are accountable for the development and implementation within school systems of policies to ensure preparation of each student as a contributing member of society; and the establishment of a climate of fair treatment and maximum learning opportunity for each student.

Classroom teachers must have freedom to teach. This point is underlined by John Washington, ACT Mid-Atlantic regional director. At left is Marcia Corbett, Flagstaff, Ariz. The group felt that schools must provide a paraprofessional staff sufficient in size to help the teacher in the educational process.

Classroom teachers must help shape curriculum which is responsive to student needs. Jackie Jones, Ames, Iowa, reaffirms this point in one of the work groups. Listening to her is Larry IntVeld, New Brighton, Minn.

Participants said that classroom teachers as members of the organizations of the united teaching profession are accountable for the establishment of professional autonomy, whereby the profession establishes, abides by, and enforces its own standards.

Participants acknowledged that classroom teachers are accountable to themselves, the teaching profession, their professional peers, their professional association, students, the public, the school administration, and college personnel.

Participants stipulated, however, that certain conditions must exist if classroom teachers are to be held accountable. Among these conditions participants cited the following—

- adequate school funding
- a comprehensive master agreement negotiated by the school board and the local association giving teachers the right to share in determining educational policies
- written personnel policies
- a working grievance procedure
- a manageable task for teachers including adequate time to teach and appropriate class load
- adequate and appropriate resources and facilities
- control by the teaching profession of its own internal affairs.

Participants also recommended steps that local, state, and national professional associations can take with regard to the issue of accountability in education. Associations at all levels, participants declared, must adopt clear-cut policy positions on accountability and must launch campaigns to inform the public and the profession on the issue of accountability.

An article on accountability will appear in the March 1971 issue of *Today's Education.*

Participants also called upon associations at all three levels to sponsor workshops to inform educators and citizens about accountability. They recommended that NEA's Grass Roots Involvement Program (GRIP) seminars include discussions on the subject.

Nationwide campaign

NEA presses for Department of Education

NEA is launching a massive, nationwide campaign to convince President Nixon and the Congress of the urgent and immediate need for a U.S. Department of Education.

The program, based on NEA Resolution C-25 and action by NEA's Legislative Commission and Executive Committee, calls for a write-in campaign to the White House, culminating in April. NEA President Helen Bain has asked the Association's membership, affiliates, departments, and allied organizations to generate grass-roots support for this goal.

"It is essential that we move now," Mrs. Bain said. "Education must have top priority in this nation. Education deserves a spokesman at the very summit of government—the President's Cabinet table.

"The Secretary of Education would be a full-time officer whose job would be to administer, coordinate, evaluate, and improve federal education assistance programs, which are now scattered through numerous agencies in the federal bureaucracy. A Cabinet department would establish accountability, and would be the key to continued public support and increased federal financing of public education."

The NEA President explained that the drive for the Cabinet department is necessary because recent federal education budgets show no perception of the huge federal investment needed to provide more money for classrooms, equipment, teachers, supplies, instructional innovation, and compensatory programs for children who live in social and racial isolation.

"The creation of a Cabinet Department of Education would eliminate duplication of effort," Mrs. Bain noted, "making more realistic budgets possible, and provide Congress with the rationale for substantially increased commitments to the needs of public education."

Joining with NEA in this effort are such influential organizations as the American Association of School Administra-

(See NEA LAUNCHES, page 3)

nea reporter

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Con Con hearings have been held in all 11 NEA regions, including the Mountain States, where the panel was (left to right) Evelyn McNeill of New Mexico; Ruth Jones of North Carolina; Helen Wise of Pennsylvania; and Robert Richards of Virginia.

Con Con hearings held, rules set, delegates allocated

See pages 4, 5

N.Y. college staff picks association on runoff ballot

Faculty and nonteaching professionals at the 26-campus State University of New York (SUNY) voted 5,501 to 4,795 last month for the Senate Professional Association over the AFL-CIO Teachers Union in a collective bargaining election. NEA and the New York State Teachers Association supported SPA in the election, tallied January 26.

Conducted by the state Public Employment Relations Board in a mail ballot, the election determined the bargaining representative for SUNY's 15,000-plus professional staff.

Earlier, SPA had scored an upset in a previous election in which it, the AFL-CIO, the American Association of University Professors (AAUP), and the Civil Service Employees Association (CSEA) were contenders. SPA, which has existed for only a few months, made it into the runoff against the Teachers Union, besting AAUP and CSEA, all of which have existed at SUNY for years.

SPA President Robert Hart, a professor at SUNY's Binghamton campus, hailed the victory as "most significant for the future of university life." Hart also praised NEA and NYSTA, which provided technical assistance and campaign staffing. SPA has announced plans to seek affiliation with NEA and NYSTA.

SPA launched its campaign in early November, under the direction of a staff triumverate composed of Philip Encinio, NEA Higher Education staff; Ronald Bush, NYSTA Higher Education staff; and Robert Granger, SPA vice-president.

The SUNY election marks "a major breakthrough," according to Charles Bob Simpson, acting director of NEA's Higher Education unit. "The faculty and staff at SUNY constitute one of the largest bargaining units in the nation. That they chose to affiliate with the united teaching profession rather than the AFL-CIO or AAUP is indicative of the growing attractiveness of NEA's higher education program and establishes the essential correct-

(See N.Y. COLLEGE, page 9)

Louisville educators choose association

Educators in Louisville, Kentucky, last month voted overwhelmingly to support the Louisville Education Association (LEA) as their sole bargaining agent with the Louisville Board of Education.

In a "straw vote" election on January 14, more than 61 percent (1,461) of those teachers voting chose to stick with LEA, while 37 percent (887) were in favor of representation by the Louisville and Jefferson County Federation of Teachers (LJCFT)—the local affiliate of the American Federation of Teachers.

Regardless of the outcome of the election, LEA would have continued to represent the educators of Louisville until the end of this school year according to the terms of a master contract with the board of education. The master contract calls for negotiation procedures with the organization having the larger active membership. LEA has approximately 1,700 members, while LJCFT has an estimated 500. The organization having the larger membership on February 28 will be the bargaining agent for 1971-72.

"Despite the contract requiring LEA to represent the teachers in negotiations, we felt that the educators of Louisville had the right to voice their opinion on what organization should represent them. Now we know," said one LEA leader. "Our position at the bargaining table has been strengthened considerably by this 'vote of confidence.'"

NEA and the Kentucky Education Association gave strong support to LEA during the first "association versus union" fight in Kentucky.

Bain rejects Nixon school budget

NEA President Helen Bain said this month that she "categorically rejects" the Nixon Administration education budget for fiscal 1972 as "political game-playing."

The budget indicates "unbelievable insensitivity to the needs of the disadvantaged and no regard for the vital role of education in building the future of this nation," Mrs. Bain asserted. It represents no recognition of education as a top governmental priority, she said.

This budget, if enacted, would waste precious resources and ignore the needs of children and youth who need them most, she declared. Nixon sent his budget message to Congress on January 29.

"The Nixon budget shows no perception of the huge federal investment needed in education—more money for classrooms, equipment, teachers, supplies, instructional innovation, and compensatory programs for the large number of children who live in racial and social isolation," the NEA president said.

The Nixon proposal for revenue sharing, the NEA president added, also shortchanges the public schools. She noted that the percentage of the gross national product designated for schooling keeps the U.S. far behind other industrialized nations "in positive programs to grow economically and provide full opportunity for individual development."

NEA recently recommended that any revenue-sharing plan should provide that 50 percent of the monies turned back to the states and local governments be used for education (see story, page 2).

opinion interpretation

This page of the REPORTER is devoted to editorial and interpretive material. Readers' letters, preferably brief, will be considered for publication. Opinions expressed in the REPORTER are not necessarily NEA policy, which is set only by Association resolution.

No local association does it alone

Like all local associations, the Teachers Association of Anne Arrundel County, an affiliate of NEA and the Maryland State Teachers Association, ran a membership campaign this year. The campaign went well, but as it was continuing, TAAAC Executive Director Joseph M. Parlett discovered that the emphasis has been misplaced.

The editorial below, reprinted from the *TAAAC Action Report,* tells the story:

Somehow TAAAC has goofed! Apparently we have so convinced Anne Arundel teachers that local negotiations, local political problems, etc., are so all-important that we have led some of them to lose sight of the broader picture. Membership in TAAAC, which deals with the day-to-day problems of teachers, is going well. It appears that at least 75% of all teachers will be members—and that isn't bad for an organization that willingly wades into controversial issues, running the risk of making enemies as it fights vigorously for the expressed desires of the majority.

Unfortunately TAAAC leaders have apparently *oversold* TAAAC. It would appear that Anne Arundel teachers have somehow gotten the notion that TAAAC does it all alone. We who have leadership positions in TAAAC are to blame for this; we have had to work so hard to prove that we are independent we have neglected to make clear that we are terribly dependent on our affiliates.

Never a day goes by that TAAAC doesn't call or write the NEA for help. Hardly an hour goes by that we don't have to call on MSTA to make our local activity work. When membership returns come in, however, we hear people say, "I'll join the local, but I can't afford the state and national."

Somehow we have failed to communicate a basic fact: THERE WOULDN'T BE ANY LOCAL WITHOUT THE MSTA AND THE NEA! All negotiations and other local activity would grind to a halt if the MSTA and the NEA didn't exist.

If we have alerted you to local problems too much we apologize, but just because the state and national organizations don't appear to touch your life directly doesn't mean that they aren't absolutely necessary.

TAAAC can no longer keep calling for MSTA and NEA service and then send them puny membership returns. *It isn't fair*—and besides they would go out of business soon. If you really don't care, or you are happy to be a freeloader you won't join anything, but if you give a damn at all please don't stop after joining TAAAC—join the organizations which make TAAAC possible!

—Joseph M. Parlett

NEA Committee backs revenue sharing . . . if

The NEA Executive Committee last month endorsed revenue sharing by the federal government with state and local governments, provided the plan assures a significant contribution to public school finance. However, the Committee reaffirmed NEA's long-standing preference for general federal aid instead of revenue sharing.

NEA officials asserted the federal government should provide at least one-third of the cost of public schooling, rather than the estimated 6.9 percent it is providing this school year. The revenue-sharing plan can be a means of "achieving an equal federal partnership with local and state resources," they said, adding that, in order to help accomplish this three-way equity, the plan should have "a goal of dedicating at least 50 percent of the shared revenue to the public schools."

Some 200 revenue-sharing bills were introduced in the 89th, 90th, and 91st Congresses and a flood of bills on this subject is expected in the new 92nd Congress.

The NEA Executive Committee, meeting January 14-16 at NEA Center, listed other elements for an acceptable revenue-sharing plan in addition to the assurance of school support. Among these provisions are: equalization among the states according to educational needs; recognition of tax effort, relative to income levels, being made by state and local governments; incentives for modernization of state and local governments; assurance that funds received under the program are solely for the support of public schools and that they are not used to circumvent any existing laws.

The committee also called for a revenue-sharing plan that is an addition to—not a substitute for—existing support of local and state activities. Tax credits or other indirect forms of financial assistance ought not to be a part of the revenue-sharing proposals.

The NEA body suggested that the revenue sharing should be accomplished through a public trust fund established solely for this purpose, and supported by an annual federal contribution equal to a given percentage of the federal income tax base.

Of the 55 revenue-sharing bills introduced in the 91st Congress, 51 bills provided that funds collected by the federal government would be set aside in a special trust fund established solely for revenue sharing. Twenty-two bills would appropriate these funds on the basis of the aggregate taxable income reported on federal income tax returns. The amount of sharing by the federal government ranges from one-sixth of one percent to three percent annually under these proposed bills.

Twenty-nine bills would return a percent of federal income taxes to the specific states where collected. The allocations called for range from one to ten percent.

Bain sets up preschool center

NEA President Helen P. Bain has established a Research and Demonstration Center in Child Care and Teaching. Located in Washington, D.C., the center was developed in cooperation with the National City Christian Church, which is providing physical facilities. The center initially will serve employees of NEA. Upon expansion, the center will include children of the neighborhood and the church community.

Enrolling children from 18 months to 36 months, the preschool Research and Demonstration Center will specialize in innovative early childhood curriculum. An experimental research component and a parent education component are being built into the structure.

A parent-professional advisory board, the policy-making branch of the center, is chaired by Robert Gilstrap of the American Association of Elementary - Kindergarten - Nursery Educators. Consulting director of the Research and Demonstration Center is Thomas D. Yawkey of the University of Maryland's Department of Early Childhood-Elementary Education.

March 1 deadline for NEA filing

March 1 is the deadline for advance filing by candidates for NEA offices in the coming year. Advance filing and publicity forms are now available from the Office of the Convention Coordinator at NEA Center.

NEA officers to be elected at the 1971 Convention in Detroit, June 26-July 2, include the vice-president (president-elect), Treasurer, and two members of the Executive Committee.

The convention coordinator also has data sheets that may be completed and submitted for publication in *Today's Education* (NEA Journal) and the NEA REPORTER. Communications should be addressed to NEA Center, Office of the NEA Executive Secretary, Attention: Lois V. Rogers, convention coordinator.

NEA Standing Rule 10 provides that: "Individual members or affiliates of the NEA planning to nominate a person for vice-president, treasurer, or member of the Executive Committee may file their intention in writing with the Executive Secretary of the NEA, along with a statement of consent of the candidate and picture and biographical data of the candidate.

"The Executive Secretary of the NEA shall cause to be published in the *NEA Journal* and NEA REPORTER a picture and biographical statement of each candidate who has the endorsement of his state association and/or an affiliated Department within his state, and who has filed and presented such data by March 1."

Submission of filing and publicity forms does not constitute an official nomination for elective office. Official nominations take place at the first meeting of the NEA Representative Assembly.

A candidate must have been a member of the NEA for the five-year period immediately preceeding his candidacy; he must also have been a member of his state and local affiliate, if such memberships were available to him, for the same period.

At NEA Center

Correctional teachers meet

Staff members of the Correctional Education Association and NEA met last month at NEA Center to explore the common interests between teachers of both groups. CEA reported that nearly 6,000 teachers teach in correctional institutions throughout the United States.

nea reporter

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Tax break for elderly

Ribicoff bill would aid retired teachers

NEA president and Senator Ribicoff confer on education bills

NEA President Helen P. Bain (left) confers with Sen. Abraham A. Ribicoff on upcoming education legislation in the 92nd Congress. The Connecticut Democrat, former governor of that state and former HEW Secretary, has been a prime sponsor of legislation to provide Medicare coverage for teachers, equitable tax treatment for public employees, and creation of a separate U.S. Cabinet Department of Education. Senator Ribicoff's teacher Medicare bill and retirement income tax credit amendment were passed in the Senate by the 91st Congress, but final action has been delayed until the current session.

Senator Abraham A. Ribicoff (D-Conn.) has introduced legislation to give a better tax break to elderly Americans whose retirement income is not from Social Security.

Senator Ribicoff said the measure is necessary because, while Social Security benefits are tax free, retirement income from other pension plans is taxable.

The Ribicoff bill would increase the maximum base for retirement income credit from $1,524 to $1,872 for single persons and from $2,286 to $2,808 for married couples. This would raise the maximum credit from $228.60 to $280.80 for single persons and from $342.90 to $421.20 for married couples.

Senator Ribicoff introduced this legislation in September 1969 and it was adopted by the Senate Finance Committee and added to H.R. 17550, the Social Security Amendments of 1970, but no final action was taken on it.

In Senate remarks, Senator Ribicoff said:

"My bill would narrow the excessive gap between the rising level of Social Security benefits and the base for the retirement income credit. This would benefit those people who receive retirement income from sources other than Social Security and railroad retirement.

"Millions of public employees in a number of states throughout the country are not covered by Social Security, belonging instead to their own local or state public employee retirement systems. These retirement plans may be perfectly adequate to meet the needs of these citizens in their later years. But, because benefit payments under these retirement systems are taxable, these public employees are placed in a weaker economic position than regular social security beneficiaries. . . ."

Over half a million older Americans depend on the retirement income tax credit. This is almost one of every eight people over 65 who pay an income tax. Included among these taxpayers are thousands of teachers, policemen, and firemen who for a combination of reasons draw little or no social security benefits but receive retirement income from various public and private pension plans.

Mobile Teacher bill

Also introduced in the early days of the 92nd Congress was the NEA's Mobile Teacher Retirement bill (HR 1492). The chief sponsor was Rep. Carl D. Perkins (D-Ky.), who also introduced the legislation in the 91st Congress. The bill is designed to allow teachers to cross state lines during their teaching careers and preserve the substantial portion of earned retirement rights. The loss of retirement credits and with it, lower benefits, comes about for two reasons: the outgoing state may not allow for early vesting and the incoming state may not permit the purchase of retirement credits for years of teaching service performed outside its boundaries.

The Perkins bill would establish a federal-state program to assist in the funding of retirement benefits for mobile teachers in public school service. Participating states would be eligible for federal funds to aid in the financing of out-of-state service credit, and to supplement deferred vested benefits.

NEA launches drive for Department of Education

(Continued from page 1)

tors, the Chief State School Officers, the National School Boards Association, the National Association of State Boards of Education, and the National Congress of Parents and Teachers. The coalition, known as the "Big Six," presented a legislative program to Congress and the Administration last month, in which the Cabinet department was listed as the first priority. The second priority was insistence that the federal government assume a full third of the cost of financing public education.

Congressional support

Congressional support for the program has been gaining, with introduction of legislation in the House by Rep. Carl D. Perkins (D-Ky.) and other members of the House Education and Labor Committee early in the current session. Arrangements are being made for introduction by members of the Government Operations committee, which will also hold hearings soon on President Nixon's plan for reorganization of many executive offices.

A leading champion of Cabinet status for education has been Sen. Abraham A. Ribicoff (D-Conn.), a member of the Senate Government Operations Committee and a former Secretary of Health, Education and Welfare. Sen. Ribicoff has repeatedly sponsored legislation to create an education department as "a step to provide our children with fair and equitable opportunity."

Senator Ribicoff said: "The clear and firm commitment of our nation to promote the cause of education was spelled out as long ago as the Northwest Ordinance of 1787, which pledged that 'the means of education shall be encouraged.' We realized long ago that the strength of education in our society presents a clear and essential federal responsibility—it is long since time to give education in the executive branch a position equal to that responsibility," he concluded.

Bain calls nondiscrimination guides 'timid'

NEA President Helen Bain this month labeled as "timid" recent guidelines for school staff nondiscrimination set by the U.S. Department of Health, Education, and Welfare.

The guidelines were quietly sent to chief state school officers and local superintendents by J. Stanley Pottinger, HEW director of civil rights. Meanwhile, a press statement by HEW Secretary Elliot L. Richardson warned school systems to "take new measures to correct the effects of past discrimination against school staff to remain eligible for federal funds."

Although describing the tone of the guidelines as "timid and encouched in cautious bureaucratic legalese," Mrs. Bain added that she was pleased that HEW had finally recognized its legal obligation to protect the rights of staff as well as students under the Civil Rights Act of 1964.

"NEA will continue to insist that HEW carry out its mandates laid down by Congress and the courts," Mrs. Bain said. "I find this latest pronouncement much more realistic than the previously announced so-called Teacher Retraining Program."

Samuel B. Ethridge, NEA assistant executive secretary for teacher rights, who has been watch-dogging HEW guidelines since 1964, took a wait-and-see attitude. "The real test of the new guidelines," he said, "lies in HEW's will to enforce the law, not in pronouncements and press statements. The NEA teacher rights staff, as well as our general counsel and regional staffs, will be monitoring these guidelines as we have monitored others in the past."

The Pottinger memo informs school systems that:

- Title IV also precludes discrimination in the hiring, promotion, demotion, dismissal, or other treatment of faculty or staff serving students.
- School districts that have in the past had a dual school system are required by current law to assign staff so that the ratio of minority group to majority group teachers in each school is substantially the same as the ratio throughout the school district. The same (Singleton) rule applies to nonteaching staff who work with children.
- The following categories of staff are included for these purposes: principals, assistant superintendents, and other central office staff; deputy, associate, and assistant principals; classroom teachers; other certified professional staff, such as counsellors, librarians, and special education teachers; other staff who work with children, such as bus drivers.
- School districts which focus recruitment efforts on substitutes attended predominantly by one race while ignoring institutions attended predominantly by another race are discriminating in their hiring procedure.
- Any form of discrimination in promotion would be a violation of the law.
- Dismissal of a teacher for failure to meet certain standards or qualifications would be racially discriminatory if the same standards or qualifications were not applied to teachers of another race.
- A discriminatory dismissal and its effect may be corrected by reinstatement together with any loss of pay.
- The Office of Education will give priority attention to requests for consultation and assistance in the development of realistic plans which are both legally and educationally sound.

NEA's Medicare bill reintroduced

The House Ways and Means Committee has started executive sessions on HR 1, Social Security amendments including NEA's Medicare bill to provide for coverage of teachers not currently eligible for federal hospital insurance. The bill was passed in slightly different forms by both the House and the Senate in the last days of the 91st Congress.

Chief sponsor of the Medicare amendment in the House is Rep. James C. Corman (D-Calif.).

The Constitutional Convention Drafting Committee completed open hearings in each of the 11 established NEA regions with hearings on January 30 in Kansas City (Central States) and New York City (East Coast).

Complete transcripts were made at each hearing; they will be studied by the Drafting Committee as they prepare a preliminary document for submismission to the Constitutional Convention.

Pictures taken during these open hearings appear on this page and on page 5.

Above, the Mid-Atlantic open hearing panel listens to testimony. From left, Don McIlroy of Ohio, Ellen Datcher of the District of Columbia, and Robert Richards of Virginia.

Frances Carnochan of New Jersey testifies at the East Coast open hearing.

Con Con's Credentials Committee has officially notified state education associations regarding the election of at-large delegates to the Constitutional Convention.

The number of delegates allocated to each state appears below:

	NEA life/active members	Additional delegate for unification	Number of classroom teachers required	Total number at-large delegates
Alabama	18,709	–	5	6
Alaska	3,180	1	3	4
Arizona	15,300	1	4	6
Arkansas	7,551	–	3	4
California	86,134	–	15	19
Colorado	16,562	–	5	5
Connecticut	12,029	–	3	4
Delaware	4,503	1	3	4
District of Columbia	1,746	1	3	4
Florida	31,180	1	7	9
Georgia	17,436	–	4	5
Hawaii	6,516	1	3	4
Idaho	6,351	1	3	4
Illinois	33,943	1	8	10
Indiana	24,783	–	7	7
Iowa	27,235	1	6	8
Kansas	27,599	1	7	9
Kentucky	32,730	1	8	10
Louisiana	3,810	–	3	3
Maine	9,110	1	4	5
Maryland	22,623	–	6	7
Massachusetts	20,967	–	5	6
Michigan	72,302	1	13	17
Minnesota	34,071	1	8	10
Mississippi	6,959	1	3	4
Missouri	25,502	–	6	7
Montana	7,383	1	3	4
Nebraska	12,347	–	3	4
Nevada	4,238	1	3	4
New Hampshire	4,036	1	3	4
New Jersey	29,864	–	6	8
New Mexico	10,562	1	4	5
New York	38,156	–	8	10
North Carolina	23,578	–	6	7
North Dakota	4,255	–	3	3
Ohio	39,872	–	8	10
Oklahoma	14,676	–	4	5
Oregon	19,573	1	6	7
Pennsylvania	87,485	1	15	20
Puerto Rico	2,417	–	3	3
Rhode Island	4,029	1	3	4
South Carolina	14,418	–	4	5
South Dakota	4,325	–	3	3
Tennessee	29,040	–	6	8
Texas	38,907	–	8	10
Utah	11,035	1	4	5
Vermont	2,123	–	3	3
Virginia	25,022	–	6	7
Washington	42,602	1	9	12
West Virginia	17,580	1	6	7
Wisconsin	19,775	–	5	6
Wyoming	4,453	1	3	4
Overseas	4,104	1	3	4
Totals	1,084,686	27	282	353

Con Con '71

Committee seeks members' ideas

The Constitutional Convention Drafting Committee urges members to submit ideas regarding NEA structure, organization, governance, services, or any aspect of concern to a member.

Deadlines:

February 24—In-person presentation can be made at the Centralized Open Hearing at NEA Center. Request to appear should be directed to Office of the President, NEA, 1201-16th Street, N.W. Washington, DC 20036 (or telephone area code 202 833-4314).

March 1—Written comments mailed to: Chairman, Con Con Drafting Committee, NEA, 1201-16th Street, N.W., Washington, DC 20036.

Two Con Con committees schedule working sessions

The following meetings have been scheduled by the Con Con committees:

Drafting Committee:

February 24—Washington, D.C.—to begin work on preliminary document.

April 14, 15, 16, 17, 18—Washington, D.C. — work on preliminary document.

Credentials Committee:

April 17-18 — Washington, D.C.—certify delegates to Convention.

The Steering Committee's schedule will be announced in the next issue of the REPORTER.

In addition to regular meetings, the committees hold telephone conferences when Convention business requires.

Con Con chairmen

The chairmen of the Con Con committees are as follows:

Steering Committee: Ellen Logue of California.

Credentials Committee: Helen Krause of Nebraska.

Drafting Committee: Gene R. Duckworth of Michigan.

NEA Constitutional Convention

Official composition of delegates

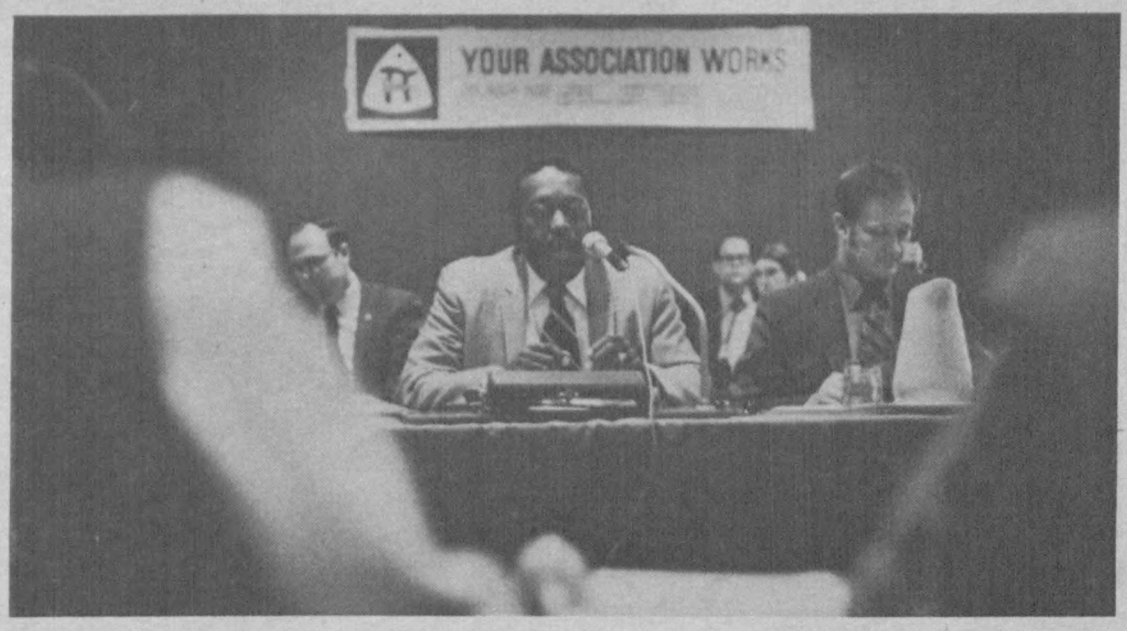
At-large delegates elected from the states	353
Organizational delegates	131
Total delegates	484

Constitutional Convention site

The one-day organizational meeting for the Constitutional Convention will be held July 3rd in Exhibit Hall A, Cobo Hall, Detroit.

The Con Con Steering Committee is presently negotiating a college campus site for the three-week meeting, which begins July 17th. This site will be announced in next month's Reporter.

At the Southeast region open hearing, Pat Tornillo, of Dade County, Florida, testifies. Listening are panel members Betty Buford of Texas and Peter Goudis of New York.



Sidney Dawson of Arizona testifies at the West Coast open hearing as Kenneth Baker of Colorado (right) awaits his turn.

Marjorie Beach of the California Council of Urban Education Associations testifies at the West Coast open hearing.

Con Con '71

Committee rules on state election plans

All members of the Association should be aware of the procedures under which at-large delegates are elected to the Constitutional Convention. The Credentials Committee, in order to insure that the Enabling Act passed by the 1970 Representative Assembly is carried out, has made the following rules which apply to all state election procedures:

Rules listed

1. Every unified member may nominate himself or another unified member. All persons nominated must appear on the ballot. The list of nominees nay be reduced only by the lectorate. Primaries may be eld but no one other than the electorate may reduce the list of nominees.

2. Membership in the NEA, the state association, and the local (where practicable and applicable) is a requirement to nominate, to vote, and to serve as a delegate.

3. Each state election process must provide all unified members an opportunity to vote for all the delegates to the Constitutional Convention.

4. No state election plan shall provide for the selection of delegates on the basis of geographical area.

5. No state election plan shall provide a guarantee for major racial or ethnic representation.

6. No state election plan shall provide a guarantee for any particular segment of the teaching profession other than the 75 percent classroom teachers.

7. Other than the requirement that candidates be unified members no other limiting qualifications may be imposed.

8. There must be a nomination period of at least 30 days in which any unified member may nominate a delegate to the Convention. Procedures must guarantee minority group representation where required and classroom teacher representation as mandated.

(The chart on page 4 indicates the classroom teacher requirements for each state delegation.)

9. The alternates must be formed into a delegation which must adhere to every requirement imposed upon the delegation.

10. All at-large delegates must be selected by March 15.

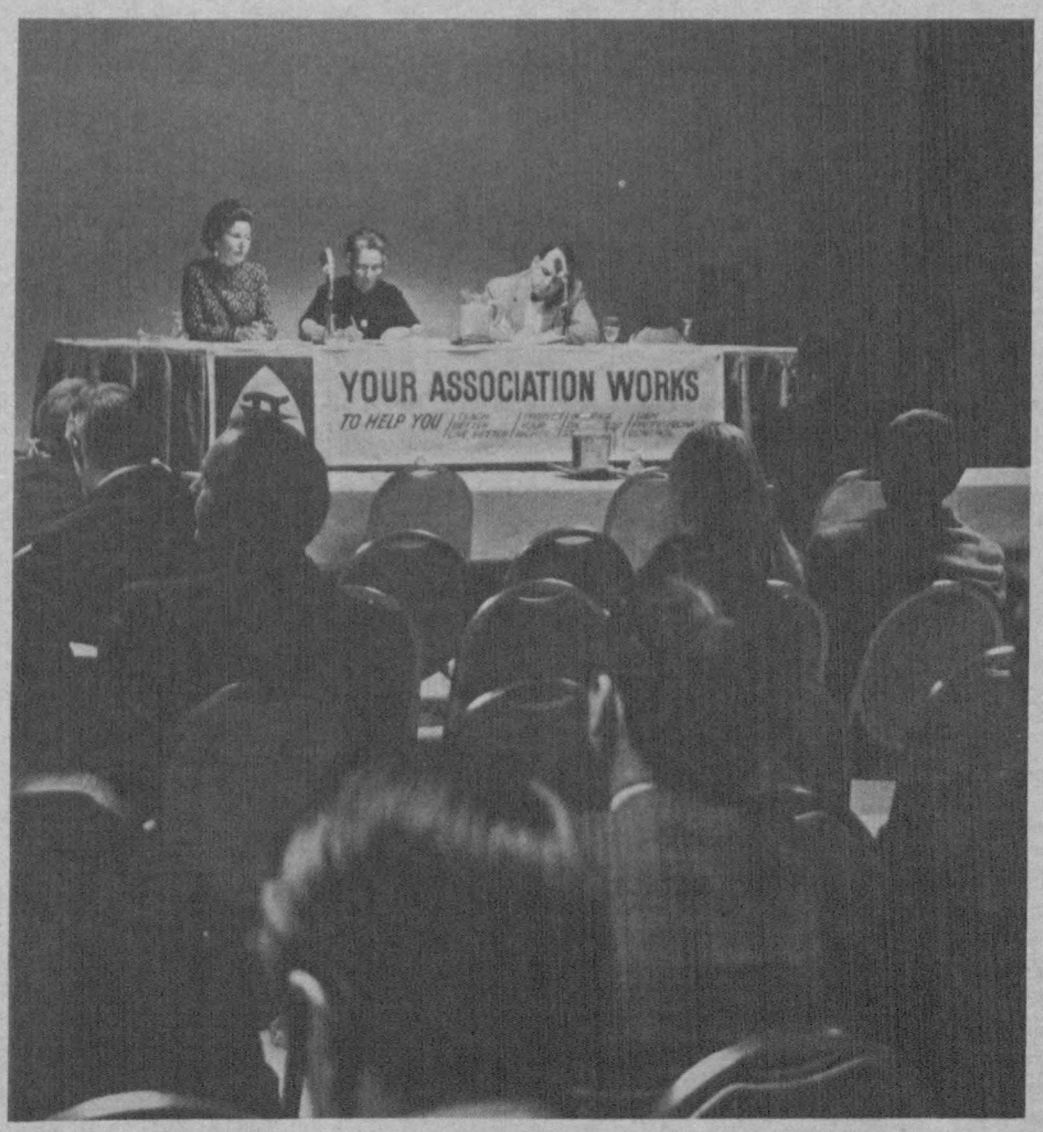
Retired delegates

In response to specific questions asked, the Committee has ruled that a teacher who meets all the requirements at the time of the election may serve as a delegate even though he may reach retirement before his duties as a delegate have been completed.

The Committee will, if necessary, challenge at the Convention any delegation elected through procedures which are not in compliance with the Enabling Act and committee rulings.

Members who have questions regarding their own state election process are requested to direct such questions first to the state association. In the event that any member feels that the election process in his state is not in accordance with the Enabling Act or the Credentials Committee ruling, he may write to: Chairman, Con Con Credentials Committee, c/o NEA, 1201-16th Street, N.W. Washington, DC 20036.

The Committee is eager to resolve any problems early so that every at-large delegate may be seated at the Constitutional Convention without dispute or challenge.



At the North Central open hearing, the Drafting Committee panel listens to testimony. Panel members from left are Marion Cochran of New Mexico, Evelyn McNeill of New Mexico, and Gene R. Duckworth of Michigan.

At the Southwest open hearing: Charles Kuzminski of Texas.

At the North Central open hearing: Robert Hald testifies.

NEA Educational Travel

'Hawaiian Love Affair' set for summer travel by association members, families, friends

The NEA Educational Travel Division is now offering members, their families, and friends a $599 Hawaiian program. The program is, the Division says, the very finest available on the market today.

Called Hawaiian Love Affair, the tour exceeds any other Hawaiian tours in this price range. It offers outstanding value for the money.

Hawaiian Love Affair includes several days stay on five Hawaiian islands. Hotels are deluxe only and include such world-famous establishments as the Royal Hawaiian, on the beach at Waikiki, and the Sheraton Maui, located on Kaanapali Beach, regarded by many as the finest beach in the world. Accommodations will be in superior, air-conditioned rooms throughout the tour.

Royal treatment

Royal treatment begins the moment you step into Northwest Orient's ultra-luxurious, new 747 jet for your regularly scheduled champagne flight to Honolulu. From that moment on, you'll be "living like a king" until this plush aircraft whisks you back home.

After being welcomed upon arrival with the traditional lei greeting, you'll be taken to the Royal Hawaiian Hotel to begin your 15-day adventure in the islands. Your stay in Honolulu will include visits to senic Mt. Tantalus, with its beautiful panorama of Honolulu from Diamond Head to Pearl Harbor; Oceanic/Sea Life Park, the world's largest exhibit of marine life, where you will enjoy the old Hawaiian Sea Pageant and see the porpoises swim with a Polynesian maiden.

Other stops are made at Iolani Palace; Punchbowl, Pacific National Memorial Cemetery; the University of Hawaii; Punahou School; and the little grass shack of Robert Louis Stevenson, located on the grounds of the Wailoli Tea Room.

On the "Garden Isle" of Kauai, you will enjoy a fascinating three-mile ride on one of the river launches. At the end, you disembark to explore the hauntingly exotic Fern Grotto. After the cruise, you will be staying in the Kauai Surf Hotel, located on the beautiful Nawilili Bay. Here you may enjoy golf, sailboating, river safari, cruises, swimming, sunning, surfing, and a wide variety of dining and entertainment features.

Molokai adventure

A short flight from Kauai to the "Friendly Isle" of Molokai is the next adventure in store for you, where you will be taken on an interesting tour of this lovely island, visit the settlement made famous by Father Damien, and see Phallic Rock (Kauleonanahoa), to which early Hawaiian women made fertility offerings.

In mid-morning of the following day, you will depart for the beautiful "Valley Isle" of Maui, where you will thrill to the spectacular scenery as you drive through Iao Valley, along the sea shore, and through the sugarcane and pineapple plantations.

The Sheraton Maui Hotel, located on Kaanapali Beach, will be your home here.

While on Maui you will want to visit the oldest prison, print shop, and school in Hawaii, or take a short trip on the "Sugar Cane Train" to Lahaina, the former capital of the islands. If you should visit the Maui Divers' Black Coral Studio Headquarters, you may be lucky enough to see the divers bring in black coral, found in very few places in the world.

The newest of jet planes—the Boeing 747—will whisk NEA travelers to their Hawaiian Love Affair.

You will arrive on Hawaii, the "Orchid Isle," at the picturesque fishing village of Kona, and be taken to the lovely Kona Inn. A scenic tour across the island will include Black Sand Beach, Ka'u Volcanic Desert, and lunch at the Volcano National Park. You'll tour the crater rim and observe some of the most recent active volcanos in the world. In the afternoon you will arrive at Naniloa Hotel, located on breathtaking Hilo Bay.

Finally, the fifteenth day of your tour arrives, and there is still time to do some last-minute shopping or sunning before bidding farewell to this paradise. In the afternoon you board your Northwest Orient 747 once more bound for the mainland.

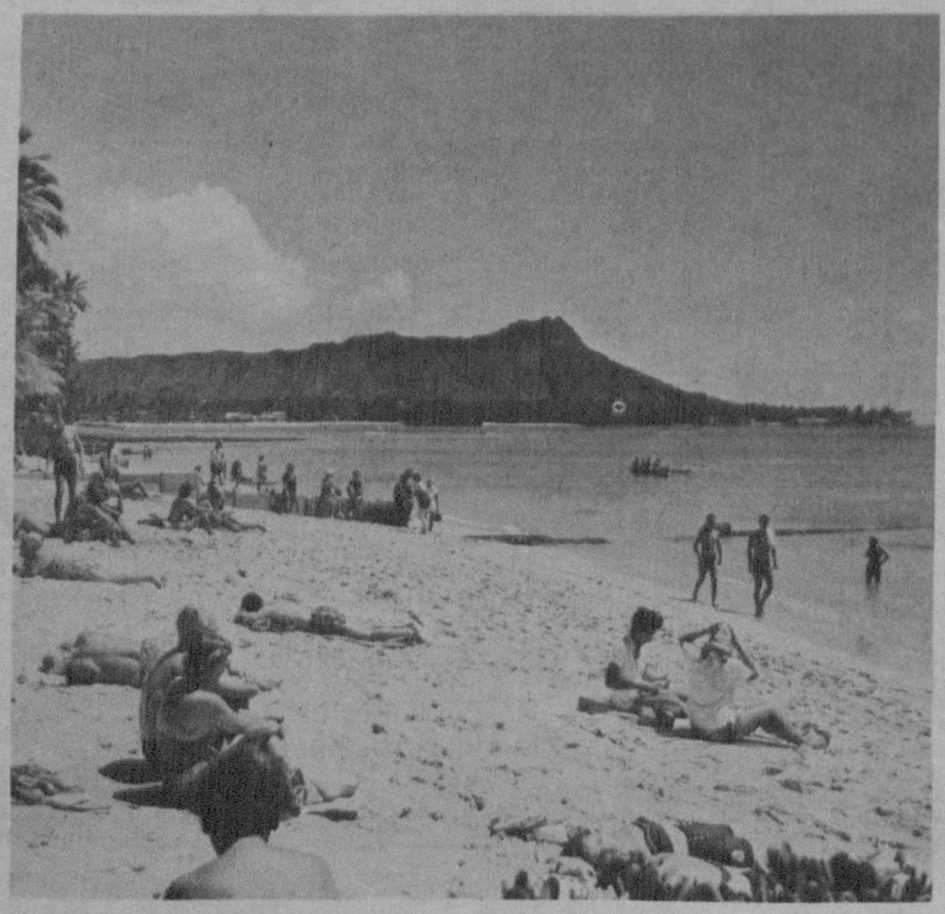
Dates for Hawaiian Love Affair include: June 12-June 27, June 26-July 11, July 3-July 18, August 7-August 22, and July 17-August 1. The price is $599 plus approximately $38 for tax and service. Departures are from Chicago, Cleveland, Detroit, Milwaukee, New York, Pittsburgh, and Minneapolis/St. Paul. Special rates have been made available for triple accommodations and for children.

If you prefer to spend 16 leisurely days in sun-drenched Honolulu, Wiki-Wiki Hawaii is the tour for you. Dates are June 12-27, and the price is $399 from Chicago, or $439 from Cleveland, Detroit, Pittsburgh, Minneapolis/St. Paul, and New York, plus $33.93 tax and service (special rates for children). Participants in this tour will also enjoy the luxury of flying on Northwest Orient's new 747 jet aircraft to and from Honolulu.

Both Hawaiian Love Affair and Wiki-Wiki Hawaii tours include round-trip air transportation via Northwest Orient champagne flights; superior, air-conditioned rooms in deluxe hotels; services of an escort; NEA accident and baggage insurance; sightseeing as scheduled; transfers; porterage and tips for up to two suitcases.

On Hawaiian Love Affair, the single room supplement is $140 additional. Rate for three persons (triple) in a room: $20 reduction per person. On Wiki-Wiki Hawaii, the single room supplement is $125 additional. Reduction for child (2-12) on either tour: $150.

Check the coupon on the opposite page for detailed brochure.



The beach at Waikiki, with Diamond Head in the background, will greet NEA travelers this summer.

NEA travelers will enjoy many traditional Hawaiian customs, including the presentation of the flower garland called a lei.

Tours into Alaska reach the last frontier

King Island Eskimo dancers perform ancient ceremonial dances for Alaskan visitors.

When it comes to relevancy in education gained through travel, no state in the Union is more relevant than Alaska. Economic and social forces that must be examined in retrospect in other states are vitally current events in the north.

Population growth and development of natural resources are in confrontation with ecological impact and native land rights. Compared to older sections of the nation, a fresh page of history is being written, with settlers, Indians, wildlife, oil and timber interests, conservationists, and pollution control all leaving the starting gate together.

Alaskans are sometimes concerned about the judgments of outsiders who have never seen the land, and they have a point. The state is vast and unique. Answers to ecological questions still have not been found.

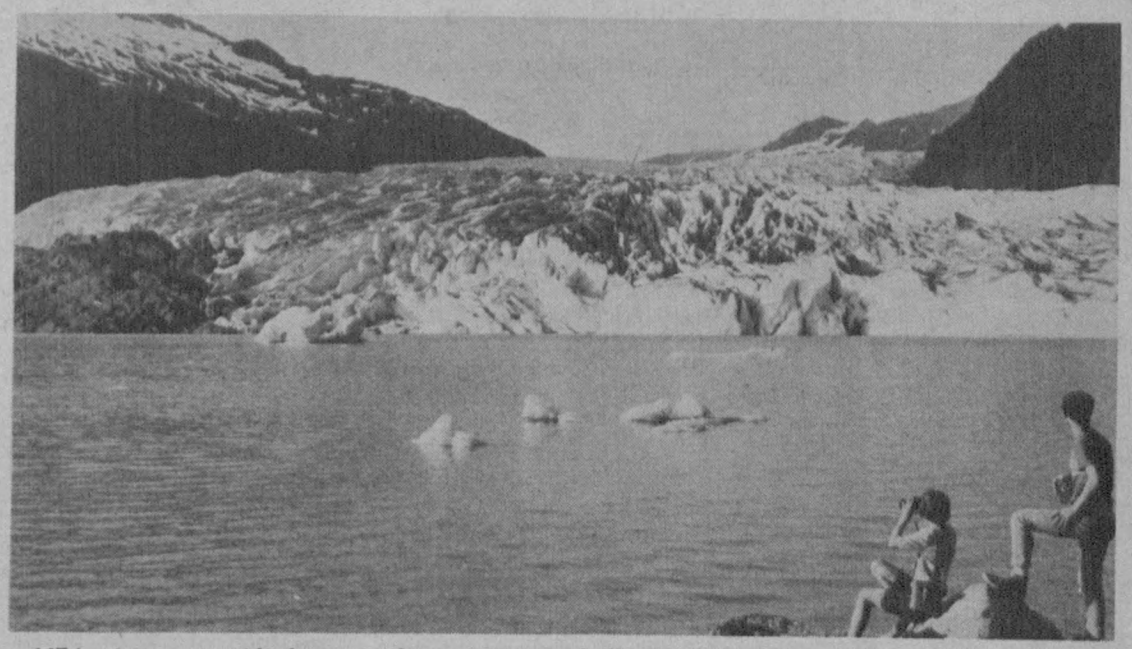
A tour of Alaska, therefore, will not result in a notebook of pat information, but it certainly is the first and most important step for future understanding of the news that will continue to flow from the north as the new American chapter unfolds.

Three tours set

The NEA Educational Travel Division has scheduled three tours to Alaska for this summer. Exploring Alaska (A-1) July 3-20; Exploring Alaska (A-2) July 17-August 3; and Alaska-Canadian Rockies (ACR) July 8-26. The Exploring Alaska tours cost $898 from Seattle; ACR is $1,080 from Seattle. A-2 is offered in cooperation with Western Illinois University, and participants are required to register for academic credit or participation on an audit basis.

Alaskan tour members will travel on the White Pass & Yukon narrow-gauge railway to Skagway, starting point of the Trail of 98; enjoy a full-day cruise via the Alaska State Ferry along the famed Inside Passage; view some of the world's most spectacular glacial and alpine scenery; thrill to the spectacular Colombia Ice field, largest body of ice in North America south of the Arctic Circle and source of rivers flowing into three oceans; see the famed Mendenhall Glacier; and fly on Alaska Airlines to Glacier Bay National Monument for a view of some of the most majestic scenery in the world.

If you have an adventure-loving heart, come to Alaska. You may decide to move there!



NEA visitors to Alaska can observe Mendenhall Glacier, near Juneau, the most popular glacier in Alaska. It is several miles wide and flows nearly to sea level.

LOCAL-STATE-NATIONAL
CO-SPONSORED

This is the only travel program officially sponsored or approved by the National Education Association.

Summer seminars give wide learning variety

A wide variety of travel seminars are available through the NEA Educational Travel Division.

New for 1971 is the Seminar in European Comparative Education (ECE), offered in cooperation with Miami University. The program will feature education specialists from England, Germany, and Switzerland, and will include field trips and a weekend stay at a Swiss ski lodge. Two weeks will be allowed at the conclusion for optional "on your own" touring. Dates are July 28-September 2. Price is $795, including tuition.

The American-Scandinavian Seminar in Comparative Education (ASCE), so successful last year, is again being offered this summer in cooperation with the Danish International Students Committee, the University of Copenhagen, and the George Peabody College for Teachers. Dates are June 20-July 23. Price is $1,115 plus $360 tuition.

For students, teachers, and administrators interested in independent studies related to movement education from an international perspective, Movement in Education in England (MEE) will be available June 14-July 5. Price is $698.

An exciting opportunity to study the impact of ecology and environmental concerns on American education and comparable education systems in Western Europe and Puerto Rico will be available through participation in the Comparative Environmental Education Seminar in the United States and Europe (CEES), July 1-August 2 for $1,198, and Comparative Environmental Education Seminar in Puerto Rico (GWSJ), April 6-12, priced at $240 from Baltimore.

The ever-popular Washington Seminar (WS) will be available June 27-July 16. Price is $398. Sponsored jointly by NEA and the National Council for the Social Studies, this program provides each participant with a ring-side seat on Capitol Hill. Academic credit is available through Mankato State College.

First from NEA Travel

Student tour to Switzerland

The first student tour for sons and daughters of NEA members is now a reality.

In answer to many requests from NEA members who have been seeking a worthwhile European program for their children, the NEA Educational Travel Division announces the first Student Tour to Switzerland (ST). This program is available only to high-school age (grades 9-12) sons and daughters of NEA members.

Participants will attend classes at the well-known College du Leman, an international school situated on a large campus at Versoix, five miles from the center of Geneva, Switzerland. Accomodations will be on campus, and excursions to nearby points of interest in Italy and France, in addition to a weekend at a Swiss ski lodge, will be included in the program.

The group will be limited to 30 students on a first-come-first-served basis. Dates for the student tour to Switzerland are July 1-29. Price is $798. Check the coupon below for detailed brochure.

TO: NEA Educational Travel Division
1201 Sixteenth St., N.W.
Washington, DC 20036

Please send me the items checked below:

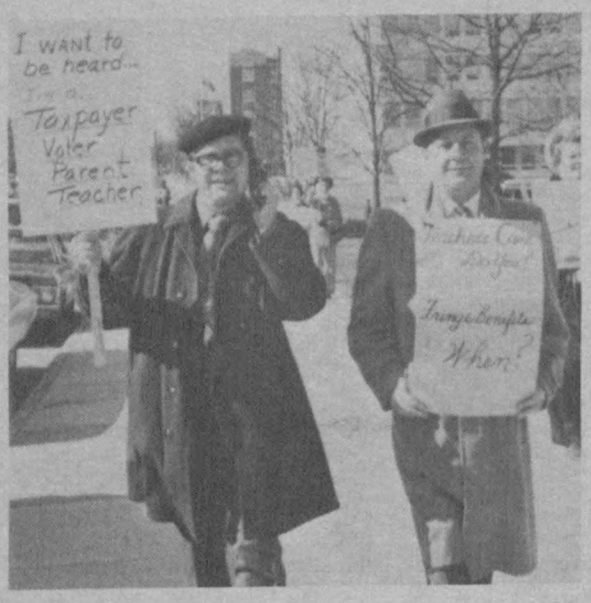
- ☐ "Holiday Adventures Summer 1971" (complete summer tour book, including A-1, A-2, ACR, and WS) Please check this item **only** if you have not already received a copy.
- ☐ "Hawaiian Love Affair" and "Wiki-Wiki Hawaii"
- ☐ "Seminar in European Comparative Education" (ECE)
- ☐ "American-Scandinavian Seminar" (ASCE)
- ☐ "Movement Education in England" (MEE)
- "Comparative Environmental Education Seminars"—Europe (CEES) ☐ Puerto Rico (GWSJ) ☐
- ☐ "'Student Tour to Switzerland" (ST)
- ☐ Easter Tours (Bermuda, Puerto Rico, Trinidad, Desert Journey)

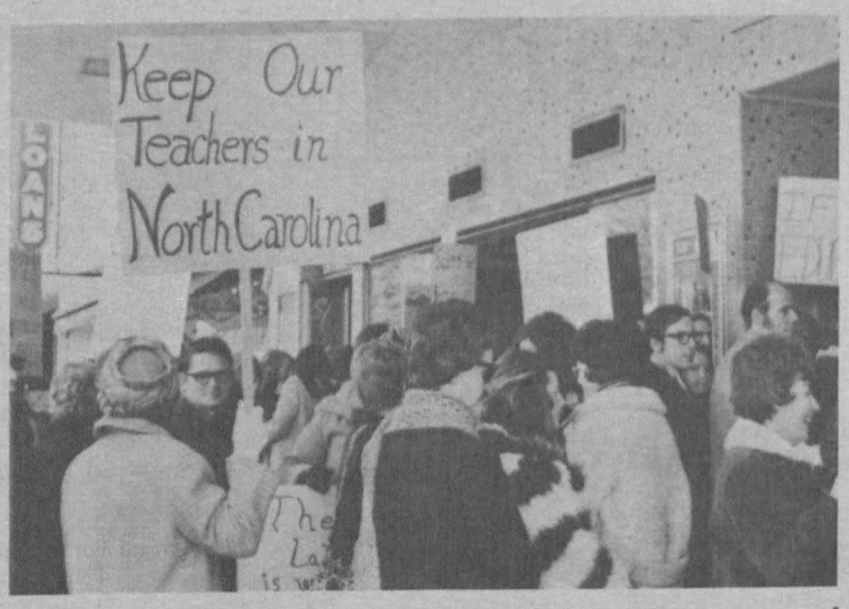
Name .....

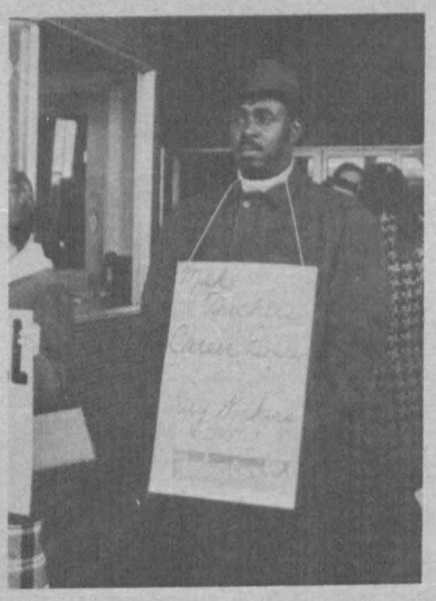
Street Address .....

City ..... State ..... Zip .....

clip here and mail to above address







2,000 teachers rally in North Carolina capital to protest school budget

Some 2,000 teachers—members of the North Carolina Association of Educators—marched in protest last month after the state governor proposed a budget which NCAE says would leave teachers salaries $1,800 behind the national average in 1972. The governor's action, contrary to earlier promises, would open the biggest salary gap in history for North Carolina, NCAE said. Teachers took to the sidewalks in Raleigh January 19, picketing the State House. NCAE's board of directors announced February 1 that it has asked all NCAE local units to initiate consideration of statewide sanctions. The NCAE Representative Assembly will consider the sanction question further at its April 1-2 meeting.

NEA Emergency Fund

Alabama black and white educators aided

Litigation on behalf of both white and black educators who have been unfairly treated in connection with their employment status is being supported by the NEA DuShane Emergency Fund.

The major targets of NEA's effort in Alabama have been racial discrimination in hiring and retention of faculty, and violation of state tenure laws.

The disappearance of black teachers and principals as schools have been closed in accordance with integration plans has been a serious concern of educators. They have been particularly disturbed by the diminution of the principal's role in school and community affairs because he has traditionally provided an important adult model for youth.

Recently, school boards in Talledega and Limestone Counties have been ordered by federal courts to reassign black principals who have been arbitrarily demoted on the basis of race when dual school systems were abolished. A Talledega County band director has also been reinstated.

In other parts of Alabama, federal courts have ordered school boards to give fair consideration to black and white educators with certificates and degrees already employed in the system in preference to teachers new to the system.

Several white Alabama teachers recently have challenged the application of the Alabama Teacher Tenure Law with the support of NEA and the Alabama Education Association. Addie Ward Williams, an instructor at Jefferson Davis State Junior College, who was not rehired after four years of teaching at the college, has been reinstated and given back pay. Macklyn Gray, a DeKalb County teacher, who was notified after the last day of school that he would not be reemployed for next year, is pursuing administrative remedies.

Arthur Baugh, a white, tenured principal, was summarily demoted to assistant coach and teacher at the smallest high school in Marshall County after he failed to agree to support the superintendent for re-election. The Tenure Commission declared the transfer a violation of tenure, but the school board cancelled Baugh's contract. His case is before the Circuit Court.

Since the merger of ASTA and AEA, NEA has been involved as party plaintiff-intervenor in desegregation suits in a considerable number of counties included in the *Lee v. Macon* litigation. This court action has had the effect of reducing unfair demotions and displacements of black and white Alabama educators on the basis of race.

In Phenix City, a complaint was filed on behalf of black teachers who had not received assignments at the same time as their white colleagues. In Chilton County, Judge Johnson ordered that faculty be assigned so that the racial ratio in each school reflects the racial composition of the entire school district.

In several county systems, black principals who have been reassigned to classroom duties are being paid the same salaries as white principals, and in certain areas, the displaced principals will be given fair consideration for vacant principalships as they occur.

New Jersey okays unified membership

The delegate assembly of the New Jersey Education Association has voted 93 to 6 for unified membership with the National Education Association. The action, taken January 23, will merge New Jersey local, county, state, and national membership as of September 1, 1971.

The New Jersey vote followed a massive, year-long effort to inform educators about unification and to hear the opinions of NJEA members. The unification move (a bylaw change) was proposed to NJEA's January 1970 delegate assembly by the NJEA-NEA Membership Committee.

Unsatisfactory conditions reported

Below is a current listing of names of school districts or systems where a state education association has notified members of the profession and the public that unsatisfactory educational conditions exist.

Association	District or System
• California Teachers Association	Lawndale Eelementary
• California Teachers Association	Ukiah Unified
• California Teachers Association	Tehachapi Unified
• California Teachers Association	Los Altos Elementary
• California Teachers Association	Madera Unified
• Illinois Education Association	Decatur Dist. No. 61
• Maine Teachers Association	SAD 13 (Bingham area)
• Minnesota Education Association	Appleton Public Schools
• Minnesota Education Association	Verndale Public Schools
• Missouri State Teachers Assn.	Missouri Public Schools
• Nebraska State Education Assn.	Tri-County Public Schools
• North Dakota Education Assn.	Turtle Lake Public Schools
• Ohio Education Association	Northwest Local
• Ohio Education Association	Ohio Public Schools
• Ohio Education Association	Springfield Local
• Oklahoma Education Association	Oklahoma Public Schools
• Pennsylvania State Educ. Assn.	Erie Public Schools

Today's Education editor honored at reception

Mildred S. Fenner, editor of *Today's Education*, the NEA Journal, was honored last month at a reception in Washington, D.C. Dr. Fenner recently was named one of America's 75 most important women by *Ladies' Home Journal*. NEA President Helen Bain hosted the reception. Above, Dr. Fenner speaks to those attending the reception, including six other women named by *Ladies' Home Journal* (seated from left: Edris Rice-Wray, a medical pioneer; Muriel Siebert, first woman to buy a seat on the New York Stock Exchange; Elizabeth D. Koontz, former NEA president, now director of the U.S. Labor Department's Women's Bureau; Louise A. Brown, president of the General Federation of Women's Clubs; Mary S. Calderone, fighter for responsible sex education programs; and Anna C. Chennault, Chinese-born wife of the late Gen. Claire L. Chennault). Also present at the reception were Evelyn Dubrow, legislative representative of the International Ladies' Garment Workers Union named by *Ladies' Home Journal;* and Donald Robinson, author of the *Ladies' Home Journal* article naming the women.

current

What's going on in TV, radio, press, and national magazines

Television

(All times are Eastern)

Discovery—Sunday, February 28, ABC-TV, 11:30 a.m. School for Snow Fighters. *March 7:* Hawaii, Land of Volcanos.

Turned On Crisis—Monday, March 1, PBS, 7 p.m. "Because We Care," a series of six half-hour broadcasts to be aired each Monday during the month of March and the first Monday of April. The intent of the series is to help the educational community recognize the drug problem and to show them what they must do to help solve the problem in their own communities.

The Challenge of the SST—Monday, February 22, ABC-TV, 10:30 p.m. ABC News Special.

Dragons of the Galapagos, Wednesday, February 24, ABC-TV, 7:30 p.m. Jacques Cousteau and the crew of the Calypso travel to the Galapagos Islands to study an exotic remnant of the reptilian order, which ended more than a hundred million years ago—the marine iguana, the only true aquatic lizard in the world. Recommended by NEA for viewing.

Circus Town—Saturday, February 27, NBC-TV, 11 a.m. The story of the Peru Circus in Peru, Indiana, where each year the retired circus people who live there take on volunteer youngsters and teach them their old circus acts. Produced in cooperation with NEA.

The CBS Children's Film Festival—Sunday, February 28, CBS-TV, 4:30 p.m. "Glamador," and "The Little Wooden Horse." *March 7:* "John and Julie."

Mission Possible: They Care for a City—Tuesday, March 9, PBS, 7 p.m. The first of three specials on ecology and man's environment which originally aired on ABC-TV last spring and were recommended by NEA for viewing.

Mission Possible: They Care for the Land — Wednesday, March 10, PBS, 7 p.m.

Mission Possible: They Care for the Nation — Thursday, March 11, PBS, 7 p.m.

The Cat in the Hat—Wednesday, March 10, CBS-TV 7:30 p.m. A musical version of the Dr. Seuss book with the cat becoming a cat of many countries and of many hats.

Magazines

(February issues)

Fortune—"A Tale of Two Universities." "New Questions about the U.S. Population."

McCalls — "Oust ABC's, Teach Reading by Color," by Carolyn Meyer.

Saturday Review *(February 20 issue)*—"White House Conference on Children — Little Children and Special Interests," by Thomas J. Cottle. "The Day Care Jungle," a compilation. "Target: The System," a review by Howard J. Langer of NEA's Center for the Study of Instruction volume, "The Schools for the 70's and Beyond: A Call to Action."

Seventeen—"What's Right & Wrong with America," a survey based on interviews with 2,000 young people across the country.

(March issues)

Good Housekeeping—"The School of Your Children's Dreams," by Arlene Silberman. "Good Careers that Don't Require College Degrees."

Reader's Digest—"How Good Is Your Child's School," by Arlene Silberman.

'Neglected Needs'

NEA confers with Indian leaders

NEA recommends Cousteau TV shows

NEA has recommended the series of television shows featuring Jacques Cousteau's undersea explorations (see column at left for February 24 listing). Above, NEA Deputy Executive Secretary Allan M. West (right) greets Explorer Cousteau after a showing of one of the films at NEA Center.

Increases in young smokers seen

"We are finding that the increases in new smokers are the largest at the younger ages, 13, 14, and 15. This is a very sad situation, indeed. What will happen to these young smokers? . . . A very large number will undoubtedly continue to smoke, for a habit started that early in life is one that is hard to break." So warned Jesse L. Steinfeld, Surgeon General of the U.S. Public Health Service, in a recent report to the National Interagency Council on Smoking and Health. The American Association for Health, Physical Education, and Recreation, an NEA national affiliate, hosted the meeting of the council at NEA Center.

Members of the NEA's Center for Human Relations staff and the CHR Council met with Indian tribal leaders and educators of Indian children in Albuquerque, New Mexico, for a week during the latter part of January. The purpose of the conference was to explore specific problems facing Indian children in the public school system and to determine what NEA resources might be used to upgrade and improve a critical educational problem.

"There are over 600,000 Indians living on, near, or off the reservations in this country," said George Jones, CHR's director, "and their educational wants and needs have been largely neglected or ignored by federal, state, and local officials. Money is always scarce, but even more devastating is the prevailing attitude that Indian children are uneducable, fit only for semi-skilled jobs, or 'successful' only in direct relation to their ability to assimilate into the traditional white, middle-class mold."

"Public schools, and even parochial and Bureau of Indian Affairs schools, are not training teachers to be sensitive to the specific needs of Indians," was the unanimous consensus of the tribal representatives who spoke with the NEA officials. Blaming the colleges for turning out "ill-trained, insensitive, and inadequate white educators into Indian communities," they urged that NEA support massive changes in teacher education throughout the country.

Educators and tribal leaders in several elementary and secondary schools in Albuquerque and Santa Fe urged the NEA representatives to call on all of the national and local resources at its command to bring the plight of Indian children to the attention of Congress and teachers colleges throughout the country. "There is critical need for a complete revision of textbooks, curriculum development, teacher education, community involvement, and building facilities," Jones noted. "More than anything there is the need for sensitivity to the worth and contributions of our Indian citizens . . . their potential and value to a diverse society."

This was the first of a continuing series of conferences on educational programs for Indians, Jones said. "We are at the listening and program development stage now. Most of the Indian leaders know what they want for their people. It is up to us to lend them all the support they ask for and all the resources available."

N.Y. college staff votes

(Continued from page 1)

ness of the united profession's approach to higher education problems."

SUNY joins the City University of New York and Central Michigan University as four-year institutions which have chosen the united teaching profession within a year's time. SUNY has the largest college enrollment in the nation, while CUNY has the third largest.

SUNY faculty and staff chose SPA / NEA / NYSTA, Encinio and Bush explained, because of SPA's "internal democracy, professional attitude, and practical bargaining program. Plus, they saw that a relationship to the united profession offered the necessary resources to achieve that program and to adequately service their needs."

A key element in the SUNY victory is the close cooperation between SPA, NEA, and NYSTA. Some seven staff members from NEA's Washington office, 10 higher education staff members from nine state associations, and 15 staff members from NYSTA participated in the campaign.

"Just as the bargaining success achieved by the united profession at CUNY brought requests for organizing assistance from SUNY," Simpson added, "the victory at SUNY has already sparked requests from four-year institutions from around the nation."

Practitioners added to NCATE teams judging accreditation

At least two practitioners will in the future be included on every team which visits an institution seeking accreditation for programs of teacher education. That decision was made by members of the National Council for Accreditation of Teacher Education (NCATE) at their January 28-29 meeting in Memphis, Tennessee.

This action comes one year after a resolution that mandated that one practitioner must be on each team. Teams normally have from five to 12 members, depending on the size of the institution visited.

According to Rolf Larson, NCATE director, this decision will be reflected in the makeup of visiting teams for the fall semester 1971. Teams selected to visit campuses in the spring of 1971 have already been built under the January 1970 policy.

Lois Williams, chairman of the National Commission on Teacher Education and Professional Standards, commented: "The council's action moves toward the goal of substantial participation of elementary and secondary practitioners on NCATE visiting teams. The balance of practitioners and other professionals in all other NCATE operations must also be reviewed."

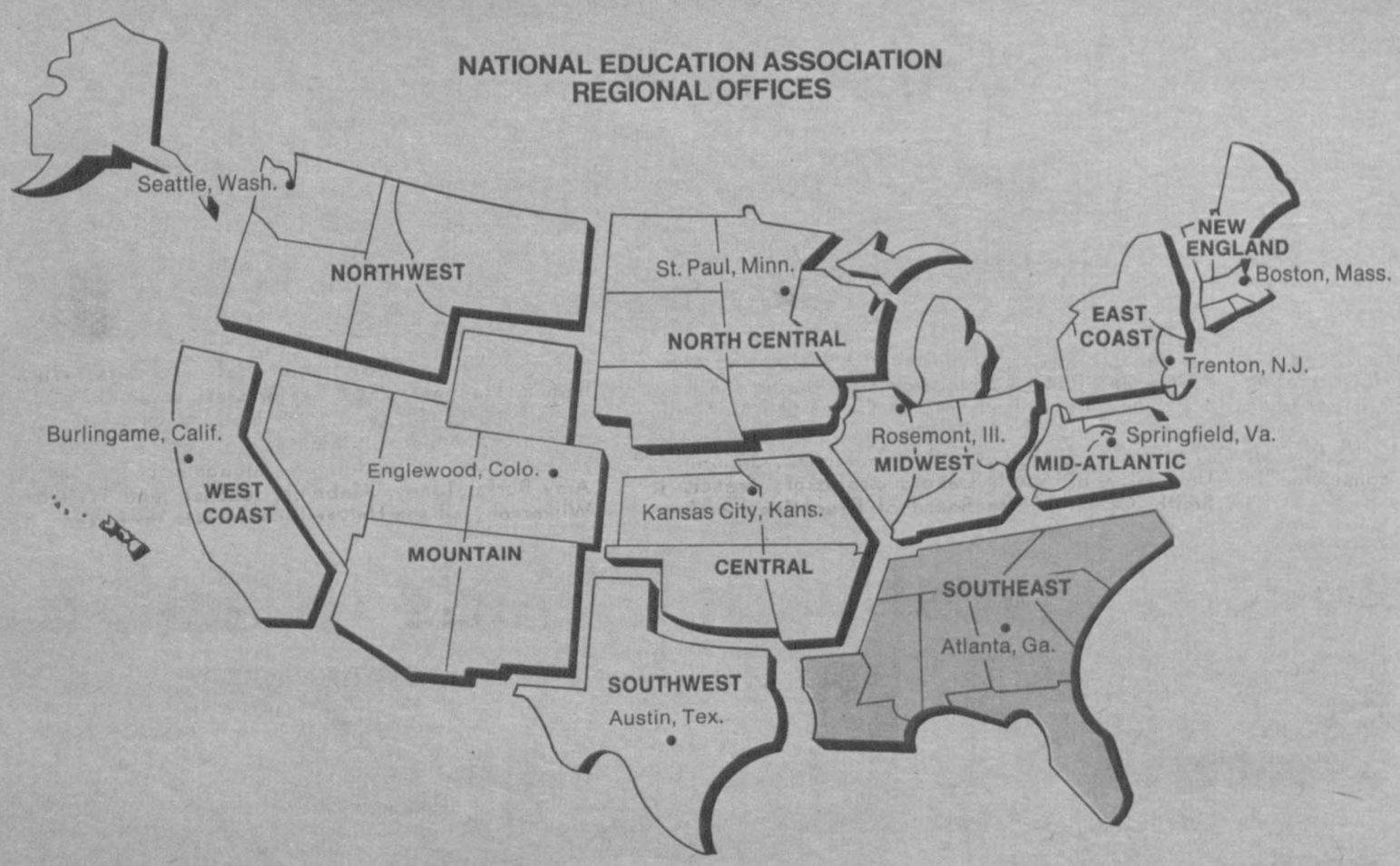
NCTEPS, meeting in Washington, D.C., in January, sent a resolution to NCATE at its Memphis meeting and to the NCATE coordinating board for its February 3 meeting urging "that the NEA appoint more members to the council and to the coordinating board to participate at all levels of the operation."

NEA, through NCTEPS, provides six of the 22 NCATE members. They are Doran Christensen, Minnesota music teacher; J. M. Dodson, Kentucky Education Association executive secretary; Richard Birch, California (Pennsylvania) State College; Rosa Lee Duhart, Tampa, Florida, junior high teacher and vice-principal; Gladyce Bradley, Morgan State College, Baltimore, Maryland; and Gwendolyn Stratton, high school teacher, Belfast, Maine.

NCTEPS staff is supplying the NCATE office with names of practitioners available to serve on visiting teams. These names are being collected from state TEPS chairmen and consultants, from state executive secretaries, and from Association of Classroom Teacher leaders.

NEA's current budget allocation for NCATE is $42,000.

NEA's Committee on International Relations reports that the Peace Corps needs math, chemistry, and physics teachers for service in Africa, East Asia, and the Pacific. Write to Peace Corps, Office of Volunteer Placement, Washington, DC 20525.



Have expertise, will travel

Third in a series

NEA regionals—where the action is

NEA's Southeast Regional Office, headquartered in Atlanta, Georgia, is probably best known for its leadership role during the past five years' struggle to remove racial barriers from the education profession and achieve effective mergers of racially separate state affiliates. However, in addition to outstanding achievements in advancing NEA goals in this area of vital national importance, the Regional Office's services to members and affiliates cover all areas of professional concern.

Since the office was established in 1965, state association mergers have been successfully completed in all but two of the eight states in the region. NEA ultimately expelled the predominantly white associations in Louisiana and Mississippi for rejecting merger proposals and recognized the two predominantly black associations as state affiliates. The local associations, however, have until April 7, 1971, to complete mergers or show cause why they should not be expelled in accordance with the Representative Assembly's 1966 resolution mandating abolition of dual associations. Thus, the issue of consummating new mergers will soon be passé, and staff effort will center on evaluating and strengthening the merged associations.

Earlier this school year, the staff also coordinated the activities of the three NEA Task Forces that conducted on-site school desegregation investigations. The resultant well-documented NEA reports focused national attention on teacher displacements and demotions, the proliferation of private segregated schools, and denial of equal opportunity to black pupils inside desegregated schools.

In all undertakings, it should be noted, whether in such areas as desegregation or advancing teachers' rights or training local leaders, NEA staffers work in close cooperation with the elected officers and staffs of the state associations concerned; and where activities may have region-wide impact, interstate cooperation and support is secured.

A long history of authoritarian paternalism in the Southern states has had its effect. Thus, assisting teachers in standing up for their rights involves alerting them to the rights they should be protecting and to the organized profession's support available to them. Recognizing the need to spread the word, NEA's Professional Rights and Responsibilities Commission recently produced a special *NEA Handbook on Desegregation and Teacher Rights,* and as word about it spread, the demand for copies has grown tremendously.

Because many states in the South lack tenure laws and because negotiations and resultant achievement of effective grievance procedures are still far from widespread in the region, the Southeast Regional Office has been involved in processing arbitrary dismissal and/or demotion cases for submission to NEA's DuShane Emergency Fund. And NEA has funded legal expenses in innumerable cases of unfair treatment affecting white as well as black teachers in the region.

Jim Williams, director of the Regional Office, states that in addition to their work in all areas affecting teacher and student rights, he is particularly proud of the training services provided throughout the region by every regional staff member. To insure maximum effectiveness, Williams helped establish and is a member of an interstate planning committee for regional training activities. The committee recently determined that upcoming training programs in various areas will incorporate sessions on school finance and related activities such as lobbying and PR work.

A UniServ training session was conducted in Atlanta recently, and follow-up training has already been conducted. One follow-up session focused on negotiation techniques. It was requested by state and local leaders determined to move ahead in this area.

Gene Dryer, regional field representative, explained that whereas training present leaders is essential, the need to prepare for the future also demands cooperative work with student NEA leaders currently on college campuses. Dryer, therefore, utilizes every opportunity to visit college campuses and address student groups on the values of the unified profession, the services they can tap, and the opportunities they have for service. Thus, for example, a Mississippi Teachers Association-SNEA Workshop was held in Jackson in mid-February. SNEA officers and NEA staff members headquartered in Washington, D.C., conducted the program in cooperation with the MTA; participants included members of SNEA chapters.

Paul Ryan, coordinator of press, radio and TV relations in the region, serves as consultant on PR problems and also conducts training sessions for local association PR committees in keeping with their immediate and long-range goals. Recently, for example, responding to a call for assistance, Ryan worked in Richmond, Virginia, where the local association is conducting a drive to secure negotiation rights and has faced up to the need for building and maintaining good working relations with the press so as to insure fair coverage of the association's side of news stories that will evolve.

Sam Mauzy, field representative, and Earl Jones, human relations specialist, have been exceedingly active in the Southeast and also in interregional work in a vast variety of crisis situations. For example, Mauzy worked on-the-scene during the strike in Buffalo as well as in local representation elections throughout the New England area. Meanwhile, Jones was involved in the Denver election as well as in the Los Angeles strike and has served as consultant in many human relations sessions. This spring, staff retreats will be conducted by the various region's state associations; those in North Carolina and Georgia have already been scheduled. Human relations workshops will be integral parts of various programs.

Currently, the NEA state affiliates in Mississippi and in Louisiana are cooperating in a special NEA-supported effort called Project BUILD. The project's story will appear in an upcoming issue; its staff members appear in the photo below.

NEA Southeast Regional staffers, left to right: field representatives Charles H. (Sam) Mauzy and Eugene (Gene) Dryer (standing); regional director James H. Williams; human relations specialist Earl Jones.

Left to right: Paul Ryan, Southeast coordinator of press, radio, TV relations; Gwen Scott, director, Project BUILD; Leon Felix, field representative; and Pat Kerns, communications coordinator, Project BUILD.

Kentucky Education Association President Ruth Reeves told the special investigating commmittee that more than 50 outstanding individuals from Kentucky and other states had consented to appear. "We pledge our complete cooperation to the committee in this investigation," she said.

Members of the NEA special investigating committee and PR&R Commission staff during the Kentucky hearings: (from left) J. David Eberly, Montgomery County, Maryland, teacher; Annalee Ziman, PR&R information specialist; Raleigh R. Steinbach, University of South Dakota professor; Francis I. Smith, Oregon State Board of Education member; Dorothy Massie, PR&R senior staff associate; William P. Haubner, PR&R senior staff associate who served as hearing examiner; Howard C. Seymour, superintendent, Union High School System, Pheonix, Arizona; Joe F. Middleton, Albuquerque teacher; Amy Burks, Toney, Alabama, teacher; and William Wilkerson, Indiana University associate professor.

NEA's Kentucky investigation leads to action

NEA's statewide investigation of school finances in Kentucky has already led to action, the Commission on Professional Rights and Responsibilities announced this month. Since the November investigation, these steps have been taken, the Commission said:

- The Kentucky legislature has begun a study of the severance tax with a view to introducing such a bill in the 1972 session.
- Legislation is being considered to effect compliance with the state law requiring payment of personal property tax on motor vehicles.
- Property tax legislation is being drafted in anticipation of the "roll back" tax law being declared unconstitutional.

Kentucky House Majority Leader Terry McBrayer said, "You have the opportunity to add light by which we can walk if you can achieve an objective judgment."

Two days of visits to Kentucky schools preceeded the hearings. Above (from left) PR&R staff associate Dorothy Massie and committee members Amy Burks and Francis I. Smith talk with a school principal in Johnson County. On-site visits were held in four areas of the state.

"Public forum"

The Kentucky investigation was climaxed by public hearings on November 11, 12, and 13. These hearings, said PR&R Commission Chairman Hudson L. Barksdale, "provided a public forum for the presentation of crucial issues affecting education. Many portions of the hearings were seen and heard by a large audience over television at the same time the NEA special investigating committee was receiving the information.

"This immediacy," said the South Carolina school teacher, "had the advantage of producing results within days of the investigation rather than relying on a written report months later. The Kentucky hearings were, in and of themselves, a report to the public, both timely and real."

Legislators attend

Some Kentucky legislators attended the hearings themselves. In addition, the Kentucky Legislative Research Commission was represented at all times. The legislature also arranged to have a public stenographer present to record the proceedings.

On the third day of the hearings, the speaker of the Kentucky House and the House majority leader requested and were granted time to appear and present testimony. Their appearance as private individuals and not in their official capacity as members of the legislature was prompted by their concern that neither branch of the government had seen fit to participate officially in the hearings (though the governor and lieutenant governor submitted written statements delivered by their respective representatives, who were in continuous attendance).

More than 200 exhibits were gathered prior to the hearings. During the hearing, 61 exhibits, consisting of more than 81 separate documents were introduced. A total of 75 persons either appeared or presented a written statement.

As a result of the hearings, PR&R staff member William P. Haubner was invited to appear before the legislature's Interim Committee on Appropriations and Revenue. He may also be invited to appear before the Interim Committee on Education.

The Kentucky investigation was the first conducted under the guidelines of the PR&R Commission's new *Rules of Procedure for Investigation*. The procedures were prepared last year to modernize such inquiries and investigations.

The Kentucky investigation resulted from charges by the Kentucky Education Association that Gov. Louie B. Nunn and the 1970 Kentucky General Assembly had "failed in their responsibility" to the schools. KEA invited NEA to make the investigation following a six-day strike of 25,000 teachers in February, 1970.

The NEA special investigating committee met February 11-14 to approve a tentative draft report on the Kentucky situation. The final report may be released early in May, at which time the PR&R Commission will recommend or not recommend to the NEA Executive Committee the imposition of national sanctions.

please use ball-point pen

SHOW HEALTH HISTORY FOR ALL PERSONS TO BE INSURED
Indicate complete details in question #15

13. (a) Have you or your spouse ever been treated for or had known indications of heart condition, high blood pressure, nervous disorders, diabetes, cancer or tumors? ☐ Yes ☐ No
13. (b) Have you or your spouse consulted or been attended by a doctor or practitioner within the past 3 years? ☐ Yes ☐ No
13. (c) Do you or your spouse have any known physical or mental impairments, deformities, or ill health not covered above? ☐ Yes ☐ No
13. (d) Have you or your spouse ever been denied N.E.A. Life Insurance for health reasons? (If yes, explain below) ☐ Yes ☐ No
14. Have any of your children had a hospital confinement with the past 12 months? ☐ Yes ☐ No
15. SHOW HERE DETAILS OF ALL "Yes" ANSWERS ABOVE.

Name of Person	Age (children only)	Condition, # of attacks, operations, etc.	Onset date of illness	Complete recovery Month Year	Name & Address of Physicians & Hospitals

IMPORTANT — HAVE YOU COMPLETED QUESTIONS #11 (b) AND #15

I declare statements and answers above and on the other side hereof are complete and true and understand they are the basis for providing life insurance under a policy (or policies) issued by The Prudential Insurance Company of America and owned by the N.E.A., in which I will participate upon becoming so insured. I agree to Prudential's right to ask me or my eligible dependents to be examined at its expense by a physician assigned by it. All concerned are authorized to give Prudential any information requested regarding my or my eligible dependents' past medical attendance, advice or hospitalization.

Social Security or Internal Revenue Service # _____ Date Signed _____ Signature _____

SEE OTHER SIDE—BOTH SIDES MUST BE COMPLETED

Semi-Annual Contribution For: Member's Coverage $_____ Spouse's Coverage $_____* Children's Coverage $_____*

Enclose check payable to "NEA Life Insurance" for this amount.

SEMI-ANNUAL TOTAL COST $_____ DIVIDED BY 2 EQUALS $_____, YOUR INITIAL CONTRIBUTION.

*Based on age of member.

ORD 70582-19

Mail this application to: NEA Life Insurance
P.O. Box 2013
Washington, D.C. 20013

Survivor benefits, too

NEA's newest life insurance plan is the most comprehensive yet

NEA members now have an exceptional opportunity to participate in a group life insurance plan that includes comprehensive coverage for themselves and their families.

The Plan — C+ — provides basic life insurance protection for the NEA member, accidental death provisions, monthly disability, and survivor income benefits, plus optional life insurance for the member's family.

Arnold W. Wolpert, director, NEA Special Services Division, reports: "We are constantly looking for ways to update our insurance program so we may offer the most effective coverage at the lowest possible prices. When you check all the details, you will see that Plan C+ is the successful result of these efforts."

Eligibility requirements for Plan C+ are: (1) you must be a member of NEA and an affiliated state and local education association, where eligible. (2) you must derive your principal employment income from educational activity.

To sign up for Plan C+, fill out the application below. Coverage becomes effective the first of the month coinciding with, or the next one following, the acceptance of your application.

If you are *not* now insured under any NEA group life insurance plan, refer to the contribution chart to determine your payment. Then mail a check or money order with your application to the address indicated. You will be advised by letter when your application has been accepted. You will be billed for your next semi-annual contribution when due.

If you are currently insured under Plans A, B, or C you may enroll in *Plan C+* by sending in the application. No payment is necessary. You will be billed for your contribution.

Benefits of Plan C+ for members becoming insured before age 60

Age of Member At Time Of Claim	Lump Sum Life Insurance	Accidental Death Benefit*	Total Survivor Benefits	Total Life Protection Plan C+	(in addition) Disability Income Benefits—Number of Payments @ $100 per Month**
Less than 35	$21,500	$21,500	$12,000	$55,000	120
35 but less than 40	21,000	21,000	12,000	54,000	96
40 but less than 45	18,000	18,000	12,000	48,000	72
45 but less than 50	15,000	15,000	12,000	42,000	48
50 but less than 55	12,000	12,000	12,000	36,000	36
55 but less than 60	9,000	9,000	12,000	30,000	24
60 but less than 65	7,200	7,200	12,000	26,400	none
65 but less than 70	5,400	5,400	6,000	16,800	none

70 and over: Insurance at age 70 and over is limited to paid-up amounts up to $2,500.
*death must occur within 90 days
**members becoming disabled

Member's semi-annual contribution for Plan C+

Your Attained Age	Contribution	Your Attained Age	Contribution	Reduced Contribution After Age 50 and 21 Years of Participation	Your Attained Age	Contribution	Reduced Contribution After Age 50 and 21 Years of Participation
Less than 35	$60	46	$74		58	$137	$102
35	61	47	76		59	140	105
36	62	48	78		60	143	108
37	63	49	80		61	146	111
38	64	50	109	$74	62	149	114
39	65	51	113	78	63	152	117
40	66	52	117	82	64	155	120
41	67	53	121	86	65	158	123
42	68	54	125	90	66	161	126
43	69	55	128	93	67	164	129
44	70	56	131	96	68	167	132
45	72	57	134	99	69	170	135

Plan C+ optional dependents' coverage (available to spouse and children of participating members)

	Age of member	Benefits	Semi-annual contribution	
Spouse*	Less than 30	$7,500	Less than age 30	$4.40
	30 but less than 50	7,500	30 but less than 70	11.20
	50 but less than 60	4,000		
	60 but less than 70	2,000		
Unmarried children (one or more) age 14 days to 21 years	Less than 60	2,500	Less than 70	3.00
	60 but less than 70	1,500		

Dependents' life insurance not available to members over age 70 or to dependents who are insured as members. If both husband and wife are insured under the Plan as members, only one can cover children as eligible dependents.
*Amount of insurance and contribution are based on age of NEA member, not age of spouse.

please use ball-point pen

STATEMENTS BY MEMBER TO BE INSURED—NATIONAL EDUCATION ASSOCIATION LIFE INSURANCE PLAN

1. NAME *(Please print all answers)*
Last First Middle Initial

2. ☐ Male ☐ Female

3. Date of Birth
Month Day Year

4. U. S. Citizen ☐ Yes ☐ No

5. RESIDENCE
No. Street City State ZIP Code

6. BENEFICIARY
First Name Middle Initial Last Name Relationship

7. NEA MEMBERSHIP ☐ Yes ☐ No–Send me application ☐ Life Member

8. State Association Membership
☐ Yes–Name of state ass'n. _____
☐ Not eligible for membership

9. Local Association Membership
☐ Yes–Name of local ass'n. _____
☐ Not eligible for membership

10. EMPLOYMENT STATUS
Principal income from educational activity? ☐ Yes ☐ No
Are you now actively employed and physically able to perform all the duties of your occupation? ☐ Yes ☐ No
Retired on pension from educational work? ☐ Yes ☐ No

INDICATE HERE WHAT PLAN YOU DESIRE

11. PERSONAL LIFE INSURANCE
(a) I wish to enroll for Plan C+
(b) I certify that:
☐ I am not already insured under the NEA Life Insurance Plan.
☐ I am already insured under the NEA Life Insurance Plan. My Identification # is _____

12. DEPENDENTS LIFE INSURANCE
(a) I wish to cover my:
☐ Spouse Only
☐ Spouse & eligible children
☐ Eligible children only
} Eligible children are unmarried children less than age 21.
(b) ☐ I do not desire Dependents Life Insurance.

12. (c) NAME OF SPOUSE
First Name Middle Initial Last Name Date of Birth

12. (d) NUMBER OF CHILDREN: _____

SEE OTHER SIDE—BOTH SIDES MUST BE COMPLETED

ORD 70582-19 Plan Code Ident. No. Eff. Date

clip here and mail to address on reverse side

Q. I know about NEA Plans A, B, and C. What does the + in C+ stand for?

A. C+ is basically the same as Plan C, but with a very important added plus, Survivor Income Benefits (SIB).

Q. What are the Survivor Income Benefits?

A. Monthly income benefits for qualified survivors of $100 per month for 10 years for death prior to age 65, for 5 years from age 65 to 70. These benefits are in addition to the lump sum benefits at death.

Q. Do I accumulate paid-up insurance under Plan C+?

A. A member who is insured under Plan C+ for a period of two continuous years begins to accumulate amounts of paid-up insurance which reach a maximum of $2,500.

Q. I'm over 60. May I apply for Plan C+?

A. No. The C+ was created to give additional financial support to dependents in the event the head of the family dies early. In most situations, the younger the member is when he dies, the more need his family will have for financial support. You may, however, enroll in Plan B or in Plan A, both offering straight term insurance up to age 70.

Q. I live in Ohio and have heard that I can't sign up for Plan C+? Is that true?

A. Yes. Due to state restrictions, the SIB features of the plan are not available to residents of Ohio. You may, however, enroll in Plan C.

Q. At what age does Plan C+ coverage end?

A. SIB coverage terminates at age 70 but the paid-up portions (up to $2,500) continue.

Q. What if I retire before I'm 70?

A. You may continue coverage to age 70 regardless of employment status, provided you continue to meet membership requirements.

Q. Just what is the Accidental Death Benefit?

A. It represents the amount paid in addition to your life insurance if you die as the result of an accident. Death must occur before age 70 and within 90 days after the accident—and not as a result of war. A few other accidents are not covered (see your certificate for details).

Q. What are monthly disability benefits?

A. If a member is totally and continuously disabled for a period of nine months, he will be considered for disability benefits. He must have been insured for at least one year before becoming disabled, and his disability must begin before he reaches age 60.

Q. Are there other NEA plans available for members over 60? How about those of us who don't require the full coverage of a Plan C+?

A. Yes. In addition to Plan C we offer Plans A and B. For information, write NEA Special Services Division, 1156 15th St., N.W., Washington, D.C. 20005.

nea reporter

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Vol. 10, No. 3 | March 19, 1971 | 7 | Washington, D.C.

Letter-writing campaign

Educators throughout nation join fight for federal Department of Education

Killer tornado smashes Mississippi school

This school in Morgan City, Mississippi, was ravaged by the tornado that struck Mississippi and Louisiana last month, killing some 100 persons. NEA workers in both states are surveying the area to find teachers in need of assistance following the disaster.

The largest single legislative drive ever launched by NEA has begun with a massive grass roots letter-writing campaign by teachers urging President Nixon to create a separate Cabinet-level Department of Education.

NEA has been joined in this effort by the leadership of the other members of the "Big Six" national education organizations—the American Association of School Administrators, the Council of Chief State School Officers, the National Congress of Parents and Teachers, the National School Boards Association, and the National Association of State Boards of Education. The write-in schedule calls for delivery of vast numbers of supportive letters to the White House during the week of March 29-April 6.

At press time, all state affiliates had committed personnel and other resources to the campaign, including local distribution of posters and brochures explaining the reasons for the drive and urging individual teachers to write to the President, asking him to break education out of its traditionally subordinate role in national priorities.

For details on how you can take part in the write-in campaign, see page 3.

"The history of the past decade shows why the united teaching profession has turned its efforts to this great campaign for a cabinet department," said NEA President Helen P. Bain. She noted that educators spent the first half of the Sixties lobbying for a breakthrough in federal support of public schools, winning the first phase of that battle with the enactment of such landmark bills as the Vocational Education Act of 1963; the Elementary and Secondary Education Act of 1965; and creation of Head Start in the antipoverty program.

The profession had to spend the rest of the decade getting money for these new programs, Mrs. Bain said. In 1970 the NEA and its allies were able to persuade Congress to realign the nation's spending priorities to a degree by channelling additional hundreds of millions in federal funds to state and local school systems. But even these victories, Mrs. Bain noted, have failed to raise the total federal share of school financing to more than a token seven percent.

"Unless the federal government assumes a full third of public school costs in the near future," Mrs. Bain concluded, "we may face the total collapse of our state and local public school systems. Until we have a full-time advocate for education at the summit of government, we will be engaged in an uphill struggle for adequate school funding."

Last month the NEA Board of Directors met in Washington and endorsed the cabinet department campaign as the Association's first legislative priority for 1971. Individual Board members visited their own Congressmen and Senators in behalf of the NEA program, and first reports indicated a high degree of interest and support in both Chambers—including many offers to sponsor or cosponsor appropriate legislation in the 92nd Congress.

NEA special committee to study Washington state school financing

The NEA Commission on Professional Rights and Responsibilities has approved a study of school conditions in the state of Washington, particularly as they are affected by state and local government financing.

Committee Chairman Hudson L. Barksdale said the study will be conducted by a special committee of educators and laymen. It is not intended to culminate in charges against any individual or agency, but rather to explore and propose solutions to problems confronting Washington schools, he said.

Barksdale said the special study committee will conduct open hearings and on-site investigations throughout the state in the spring. The committee will obtain testimony from interested citizens, educators, and government officials concerning the problems facing Washington schools and possible solutions to them.

The Washington Education Association requested the study, asserting that problems of school finance have resulted in cutbacks in curriculum, teachers and administrators, textbooks, library books and library personnel, school equipment and supplies, and in some cases has caused overcrowding of classes.

WEA is concerned that these cutbacks will seriously increase in the future if present trends continue, Barksdale said. According to WEA, a major cause of school program deterioration is the decline in the percent of local school district receipts coming from the state, forcing an over-reliance on annual local levy elections to raise substantial amounts of school budgets.

WEA said that the percentage of state support will have declined from about 63 percent in 1962-63 to an estimated 46 percent for 1971-72. Funds from local special levy elections were originally intended to be used to enrich a basic quality education program, but now, WEA asserts, boards of education are forced to use special levy elections to obtain substantial amounts of their operating budgets.

Con Con will be held in Colorado

The NEA Constitutional Convention Steering Committee has selected Colorado State University at Fort Collins as the site for the convention July 17-31 (see delegate information on page 5).

Fort Collins, about 65 miles north of Denver, offers a modern campus with complete separate convention facilities. There are 24 meeting rooms, four ballrooms, and a variety of eating, recreational, and lounging areas all under one roof. In addition, there are 13 separate residence halls on campus, providing a total capacity of 6,000 persons in double occupancy rooms.

The Con Con Steering Committee also selected Patrick M. Connelly as project director of Con Con. The 32-year-old director had experience with constitutional conventions while serving as executive assistant to former Gov. Raymond Shafer in Pennsylvania. From September 1968 until this year, Connelly was director of government relations for Drexel University in Philadelphia.

Under the Enabling Act of the 1970 NEA Representative Assembly, the Con Con Steering Committee is charged with coordinating all aspects of the preparation for the convention. It is in charge of appointing a staff, selecting a site, organizing a proposed set of rules to be used during Con Con, preparing background studies on substantive issues for use during the convention, and insuring a "broad-based input from official observers who represent a wide cross section of society and the profession."

Chairman of the steering committee is Ellen Logue of California. Miss Logue is Far West regional director of the National Council of Urban Education Associations. A fifth-grade teacher in Richmond, California, she is a former president of the Association of Richmond Educators.

Schools for the 70's

NEA Board calls for 'town meetings'

The NEA Board of Directors, meeting at NEA Center last month, called on teachers of the nation to "take the lead in holding town meetings to improve the schools, with parents and students participating, utilizing for discussion purposes *Schools for the 70's and Beyond: A Call to Action.*"

At least one state education association—The South Carolina Education Association—has already approved the town meeting concept and is planning a series of such sessions.

Schools for the 70's and Beyond: A Call to Action is the main volume of a series developed by NEA's Center for the Study of Instruction. NEA President Helen Bain, in the foreword to the volume, says: "The entire Schools for the 70's Program of the NEA is more than just a series of books. It underlines anew the NEA's continuing, unequivocal, and major commitment to promote instructional improvement in the light of new priorities and imperatives."

The volume is accompanied by a discussion-starter library of audio tapes, leaders' guides, and response sheets, the NEA Board was told. These will be used in the town meetings as well as by other groups concerned with education.

The main Schools for the 70's volume was preceded by four preliminary volumes and four auxiliary ones.

The Preliminary Series, addressed mainly to the profession and the public, includes: *Curriculum for the 70's: An Agenda for Invention,* by A. W. Foshay; *Decision Making and Schools for the 70's,* by William Pharis, John Walden, and Lloyd Robison; *On Staying Awake: Talks with Teachers,* by Ole Sand; and *The Reform of Urban Schools,* by Mario D. Fantini.

The Auxiliary Series, addressed primarily to curriculum specialists and to university and school researchers, includes: *The Practical: A Language for Curriculum,* by Joseph J. Schwab; *A Selected Guide to Curriculum Literature: An Annotated Bibliography,* by Louise L. Tyler; *The Study of Curriculum Plans,* by Arlene Payne; and *Values and the Curriculum: A Report of the Fourth International Curriculum Conference,* edited by William G. Carr.

Administrators back Department of Education, vote against parochiaid and voucher system

The American Association of School Administrators, meeting for its 103rd annual convention in Atlantic City last month, called for the creation of a U.S. Department of Education and voted against parochiaid and the voucher system.

"We call on the President of the United States to address himself immediately to the task of strengthening the U.S. Office of Education," an AASA resolution said. ". . . Until it has a position of its own in the President's Cabinet, education will not have a full-time spokesman in the highest councils of the federal government; nor will it have the kind of prestige that counts most with the American people. We strongly urge the President of the United States to take active, vigorous, and immediate leadership in creating a U.S. Department of Education. . . ."

The approved resolution on parochiaid said, in part, "the states cannot afford to dissipate their funds by distributing them . . . for nonpublic purposes. Private and parochial schools . . . should not draw on the public treasury."

The voucher plan was viewed "with grave alarm." Possible implications were listed as follows: "the schools, traditionally operated in the public interest, would be removed from public to private control—control by each parent, which carries decentralization to absurdity; noneducational issues, such as race, background, or ideology of students or staff, could determine a school's income, hence its size, its ability to function effectively, and its survival; a massive bureaucracy would be necessary to enforce safeguards and regulations."

Performance contracting received a negative vote. "When school districts contract with commercial organizations for part or all of the educational program," the AASA resolution read, "the result obtained may appear to be the desirable one, although it is all too likely to be specious."

Convention delegates voted for a resolution which placed AASA, for the first time, in opposition to school busing "when the quality of the educational program is not enhanced as a result."

Other new AASA positions: the organization should fight environmental pollution by creating an Ecology-Education Crises Task Force; differentiated staffing was endorsed, but administrators were urged to work closely with classroom teachers on implementation of this staffing pattern.

More than 27,000 educators attended the five-day meeting. Among the speakers were NEA President Helen Bain; U.S. Commissioner of Education Sidney P. Marland; Bayard Rustin, executive director, A. Philip Randolph Institute, New York; and Terry Sanford, president, Duke University, Durham, North Carolina.

The 1971 Golden Key Awards were presented to Joan Ganz Cooney, founder of television's "Sesame Street," and her former Phoenix, Arizona, history teacher, Bud F. V. Brown. Mrs. Ganz, the first woman to be the major recipient of the Golden Key in the 15-year history of the program, chose Mr. Brown to share the award because he "changed the course of my life," she said.

School boards awards set

Donald F. Wilson, president of the Association of Classroom Teachers, announced that R. P. Merridew, executive secretary of Kiwanis International, Chicago, has been named chairman of the awards panel for the 1971 National School Board Awards Program sponsored by ACT and the Thom McAn Shoe Co.

The 15 national and regional awards totalling $8,000 and 30 regional citations will go to school board projects that are current (within the last three years), that have made a significant contribution to quality education in the community, that reflect outstanding leadership by school board members, and that represent a new or creative accomplishment for that community.

Also serving on the awards panel are Geraldine Rhoads, editor, *Woman's Day* magazine; James H. Rowland, president, National Association of State Boards of Education; Mrs. Leon Price, president, National Congress of Parents and Teachers; William Boutwell, editor, Scholastic Magazines; and Mel Hilgenberg, president, Student NEA. Consultants to the panel are Jim A. Roady, ACT president-elect, and John B. Geissinger, president-elect, American Association of School Administrators.

Selections will be made by the panel in April; the awards will be presented in Washington, D.C., at a luncheon in May.

Lambert elected to second term as executive secretary of NEA

In January, Sam M. Lambert was elected by the NEA Executive Committee to his second term as executive secretary. Lambert was first appointed to the post by the NEA Board of Trustees in 1967.

Since his appointment, NEA has eliminated the Board of Trustees and transferred its functions to the Executive Committee. Lambert thus becomes the first executive secretary to have been elected by the Executive Committee.

Lambert's new contract became effective February 1, 1971; it runs through August 31, 1974. The new three-year, six-month contract was arranged to terminate in conjunction with the recently revised NEA fiscal year.

NEA President Helen Bain, who announced the new contract, commended Lambert for his dedication to building a stronger and better NEA which reflects the contemporary needs and commitments of the united teaching profession.

During his first term of office, Lambert has been associated with a number of improvements and program advances. They include improving the financial condition of the Association and restructuring its planning and budgeting system, rebuilding NEA affiliates in states that once had dual associations, unifying membership throughout much of the nation, and reorganizing staff and programs for greater effectiveness.

Other areas for which Lambert is largely responsible include the newly developing Uni-Serv program (a concept of his for many years), improving the Association's assistance to members and affiliates in professional negotiation and bargaining, and providing more legal and special services to Association members.

Lambert assumed NEA's top staff post after two years as assistant executive secretary for information services, a cabinet-level position. Before his promotion to assistant executive secretary in 1965, Lambert had served the Research Division for 15 years, becoming its director in 1956. In that capacity he was responsible for modernizing and streamlining the research methods of NEA. Due to his efforts the division was automated with sophisticated electronic equipment, and new scientific sampling techniques for education were developed and implemented.

Lambert was born on March 10, 1913, in Canebrake, West Virginia. He spent most of his early life in Bluefield, where his father was a merchant and, for a time, assistant tax commissioner of the state. Lambert and his wife, Juanita, live in the northwest section of the District of Columbia. Their two daughters, Mrs. Jack Palmer and Mrs. Michael Petyo, are also located in the Washington area.

nea reporter

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Your commitment is needed

As we launch our massive campaign this month for a U.S. Cabinet Department of Education, it is heartening to see the high degree of personal and professional commitment of NEA regional, state, and local leaders to the attainment of this priority objective.

The key to success in this venture, however, will be the commitment of each and every teacher to join the big write-in to President Nixon during the week of March 29 through April 6.

Let me emphasize that this is not just a letter-writing exercise; it's part of a carefully planned strategy to convey forcefully to the President of the United States that a Cabinet Department of Education must be his own priority, as well as ours.

The President must be made aware that we have reached the point of no return—that the needs of the schools are so overwhelming that the federal government must redirect much, much more of its energies and tax revenues to assure the continued existence and future improvement of our public school system.

To meet these needs, we need a strong, well-financed, and efficiently managed agency with the status and political power necessary to respond to the will of the people and to argue the case for massive federal aid before Congress.

The issue in our current campaign for a cabinet department is a refocusing of education as a national priority. The letter-writing campaign to President Nixon is the initial thrust, as it must be; we will not succeed without generating interest in the Executive Branch.

A joint Capitol Hill lobby process with other organizations has begun as the second step. The third phase will be grass roots contact with constituent Congressmen. Through this pattern we will develop our strength for 1972 and the years to come.

Organization is the name of the political game. We have talked, resoluted, discussed, and interacted. The time for resoluting is over. The time for action is now!

Capitol Hill observers are aware of our project and are watching the two million educators to see if unified, organized action is produced. Let us prove to ourselves and to the nation that teacher power is real. This project is designed to achieve local, state, and national educational political power. The power that has eluded us is now within our grasp. Let's begin to use that power for the benefit of the nation's children by succeeding in our drive for the immediate creation of a Cabinet Department of Education.

We can succeed only if we have your individual commitment. Please take the time right now to write your letter to President Nixon.

—NEA President Helen Bain

Tell the President:

"I'm in favor of a Cabinet-Level Department of Education"

We need a letter to the President from you saying that education must be the top priority in the nation.

We ask that you write a personal letter, IN YOUR OWN WORDS, telling President Nixon why the country needs a Secretary of Education.

Here are some reasons.

Children and the nation need a Cabinet Department of Education

—to put education first among national concerns

—to serve as the focus for public support of public education

—to obtain massive federal funding for public schools

—to improve existing federal education programs

—to give education visibility and prestige

—to give Congress all the facts it needs to judge education budgets

—to fix responsibility for success or failure of federal programs

How to write to the President

When you write to the President asking for a Cabinet Department of Education, use the following form:

The Honorable Richard M. Nixon
President of the United States
The White House
Washington, D.C. 20500

Dear Mr. President:

HERE, USE YOUR OWN WORDS, SIMPLY AND BRIEFLY. ASK FOR IMMEDIATE CONSIDERATION OF YOUR REQUEST.

NEA backs suit

Georgia teacher wins $5,000 damages

A federal court jury in Atlanta has awarded $5,000 in damages to a Georgia teacher who was fired last March, allegedly for reading an article by a theologian against organized religion from Playboy magazine to his students and using a 1928 Salvador Dali film as a teaching aid.

The firing of Luke T. Callaway, Jr., former chairman of the English department of Clayton County's Forest Park Senior High School, was ruled illegal by District Court Judge Newell Edenfield.

Due process

The suit, which charged the denial of constitutional rights to procedural due process in Callaway's firing, named as defendants in the case former county school superintendent J. E. Edmonds, high school principal M. E. Kirkland, and members of the Clayton County School Board.

Callaway was awarded back salary covering the period from March 19, 1970, the date he was fired, to August 31, 1970, the date his contract ended. Judge Edenfield is still considering whether Callaway is entitled to be paid through January 31, 1971, the date on which he resigned.

Callaway's legal fees and living expenses have been provided by the NEA DuShane Emergency Fund.

The court's ruling on damages is precedential in that it establishes that an illegal firing can injure a teacher's professional reputation and prevent him from gaining future employment within the teaching profession.

Tenure law

The case is particularly significant in Georgia, where the state legislature currently is considering the enactment of a statewide teacher tenure law.

Callaway's successful challenge of his dismissal apparently indicates that even in the absence of tenure laws, teachers cannot be fired without cause and without due process.

Callaway, 30, is a graduate of Georgia's Mercer University. He taught high school English in Athens, Georgia, for two years before going to his Clayton County post.

Affiliates of NEA throughout the country spur observation of Human Relations Day

NEA resolution C-18, passed by the NEA Representative Assembly in July 1970, reads:

"The National Education Association believes that the attention of the people of the nation should be focused on the importance of human relations during special activities at least one day each year. It recommends that state associations urge their governors to proclaim January 15 as 'Human Relations Day' in memory of Dr. Martin Luther King, Jr.

"The Association calls upon the President of the United States to proclaim January 15 a national holiday. The Association encourages its affiliates and all school systems to plan observances on this date that will promote goodwill among men."

Following the above mandate by the NEA Representative Assembly, numerous state and local affiliates of NEA encouraged observances on January 15. NEA's Center for Human Relations reported that observances were held from coast to coast.

New Jersey program

In Nutley, New Jersey, for example, the Nutley Teachers Association helped encourage the first district-wide Human Relations Day in the schools. NTA's human relations committee circulated a leaflet urging teachers to organize programs on January 15. A joint committee made up of NTA members and Nutley citizens suggested programs to the school superintendent.

The resulting programs—at both elementary and secondary levels—included films dealing with human relations, recordings of Dr. King's speeches, role playing, examination of literature written by black Americans, and use of ethnic music.

The Iowa State Education Association was among affiliates urging governors to recognize the January 15 observance. Gov. Robert D. Ray signed a proclamation on January 11. The proclamation was based on proposals from ISEA's human relations consultant, Ronald Livermore, and from the Black Law Student Association of Drake University.

San Diego brochure

The San Diego (California) Teachers Association negotiated with the city's school board and won agreement for holding appropriate observances in all San Diego schools. SDTA distributed some 140,000 brochures containing quotations from Dr. King.

SDTA also printed a Spanish version of the brochure, following the pattern set by NEA's Center for Human Relations, which has announced that it plans to publish its brochures and flyers in bilingual form.

Los Angeles teachers—through the House of Delegates of the United Teachers-Los Angeles—officially endorsed the January 15 observance. Programs were carried out throughout the district.

These pupils at Loren Miller Elementary School in Los Angeles were among hundreds who observed Human Relations Day there. UTLA officially endorsed the day.

This poster—in a San Diego school—tells about the Martin Luther King, Jr., brochures prepared by the San Diego Teachers Association.

On January 11, Iowa Gov. Robert D. Ray (seated) signed a proclamation naming January 15 as Human Relations Day in the state. Standing, from left, are: Drake law student Richard Freeman; Walter Galvin, ISEA president-elect and a member of ISEA's Human Relations Committee; law student Ben Cole; Ron Livermore, ISEA human relations consultant; law student Russell Davis; Iowa NEA Director James Harris; Nolden Gentry, Des Moines school board member; State Representative June A. Franklin; and John D. Scarlett, dean of Drake University Law School.

Delegates to Con Con meet July 2

Delegates-elect for the NEA Constitutional Convention will register for Con Con Thursday and Friday, July 1 and 2, in Detroit. All delegates-elect must be registered to take their places on the floor of the convention when Con Con officially convenes at 9 a.m. on Saturday, July 3. The meeting will be in Exhibit Hall A of Cobo Hall.

On July 3, the following items of business will be taken up: seating of delegates, adoption of rules, and election of officers. Delegates-elect will not become delegates in Colorado unless they attend the one-day session in Detroit.

Con Con will recess Saturday, July 3, and will reconvene at Colorado State University at Fort Collins on July 17. A registration desk will be opened July 15-16 and business will begin promptly on July 17. By then delegates will have received their first assignment of convention business.

Transportation costs for delegates, based on the cost of round-trip coach air fare, will be paid by Con Con from the delegate's residence to Fort Collins and back. Room and board charges for delegates are paid by Con Con. Provisions for family members accompanying the delegate may be made through the Con Con project director's office at NEA Center after May 15.

Association's Mutual Fund assets listed

Mildred D. Erickson, executive vice-president of NEA Mutual Fund, Inc., reports that as of the close of business on February 28, 1971, the fund had net assets of $23,537,889. Net asset value per share was $10.35. The fund, begun in 1964, completed six years of operation in December 1970. On February 28, the fund had 2,273,285 shares outstanding, held by 10,423 shareholders.

Correction

The Commission on Professional Rights and Responsibilities reports that they incorrectly identified the Kentucky legislator on page 11 of the February 19 issue of the NEA REPORTER. Pictured giving testimony (left photo near center of page) is Julian Carroll, speaker of the Kentucky House.

In Washington, D.C.

Con Con centralized open hearings held

The Drafting Committee for the NEA Constitutional Convention held centralized open hearings at NEA Center February 24 and 25. Committee members, left to right, are: Joe L. Reed, Alabama; Helen D. Wise, Pennsylvania; William Hebert, Massachusetts; Gene Duckworth, Michigan, *chairman;* Peter Goudis, New York; Marion Cochran, New Mexico; Marvin Liberson, Virginia; Ellen Datcher, District of Columbia; and Evelyn McNeill, New Mexico. Drafting committee members not present in the photo above are Betty Buford, Texas; Bernard Freitag, Pennsylvania; Ruth B. Jones, North Carolina; Don McIlroy, Ohio; Robert Richards, Virginia; and Lee Streiff, Kansas.

Donald F. Wilson, president of the Association of Classroom Teachers, stated that the first priority of Con Con should be to "design an autonomous membership organization for classroom teachers which gives classroom teachers the power to speak with an independent voice and a status equal to that of every other segment of the profession." The second priority of Con Con, he said, should be to design "machinery for initiating the establishment of a national alliance of autonomous national organizations representing specific segments of the profession."

NEA Executive Secretary Sam M. Lambert spoke to the Con Con committee about governance of the profession, about the membership base, and about the role of national affiliates and association associated organizations. Stating that there was "too much structure" at present, he suggested several plans to provide tighter relationships among governing bodies and to provide better corporate linkage among organizations. He urged delegates to Con Con to work as statesman, "from the point of view of logic, rather than power."

NEA Board okays Higher Education Division

The NEA Board of Directors last month unanimously approved establishment of an NEA Division of Higher Education and of a Higher Education Coordinating Committee. The action, which reorganizes NEA's higher education effort, was recommended to the Board by the NEA Executive Committee.

The new division includes within it the National Faculty Association for Community and Junior Colleges (NFA-CJC), the National Society of Professors (NSP), and the College and University Administrators (CUA).

The Higher Education Coordinating Committee will include in its membership the NEA president and president-elect, the NFA-CJC president and president-elect, the NSP chairman and vice-chairman, the CUA chairman and vice-chairman, and a member of the NEA Executive Committee. The new committee will serve as an advisory agency to the NEA Executive Committee; will coordinate CUA, NSP, and and NFA-CJC advisory board activities; and will coordinate the formulation of higher education budget proposals.

Request withdrawn

In line with its action, the NEA Board of Directors voted to withdraw an earlier request to set up NFA-CJC as a separate department of NEA. That item will now be removed from the ballot presented to delegates at the 1971 NEA Representative Assembly.

The NEA Board also approved a revised budget for the new division and severed NEA's ties with the American Association for Higher Education, which had been an NEA associated organization.

NEA Board revises UniServ guidelines

The NEA Board of Directors last month approved changes in policy guidelines for UniServ—the unified program that employs staff to provide services to members at the local level.

A major change approved by the Board revises the schedule for UniServ applications. Applications for funding of UniServ units must now be received no later than May 1. Notification of action on funding will then be given by June 1 and funding begins on a quarterly basis September 1.

Another change approved by the NEA Board requires that each UniServ unit be an equal opportunity employer: "Each UniServ unit funded by NEA shall actively solicit applications from minority groups for UniServ staff positions."

The revised guidelines also change the regular and readiness UniServ funding formula by increasing the amount of money committed to the second and third years of operation of a unit. Simultaneously, the guidelines reduce the amount required for training individual UniServ representatives after the first year.

In other words, UniServ units will get more money for operation of the unit after the first year, but less money will be required for follow-up training of individual representatives. Of course, if a new representative is employed by a unit, the funding for training reverts to a first-year basis.

Not 'anti-male'

Administrative women honor Edith Green

The Honorable Edith Green, congresswoman from Oregon, received the first Annual Award for Distinguished Service to Education from the National Council of Administrative Women in Education during the annual convention of the council February 20-21.

"I am particularly pleased to see your conference theme, 'Women, A Significant National Resource,'" Representative Green said in her address to the group. "I am deeply concerned about the instances of discrimination against women in our society and intend to do whatever I can to bring it to public attention and to change existing laws which give birth to and nourish such discrimination. . . . Half of our nation's intellectual talent is female. No nation can long afford to waste fully half of its human resources," she said.

"I say men and women together," Mrs. Green concluded. "Any anti-male crusade is doomed to destruction for the most natural reason—we all have fathers and husbands, brothers, sons, whom we love. The destiny of the sexes is inexorably intermeshed. Hand in hand men and women will level the barrier-reef of unreasoning prejudice—for they guard the welfare of each other and this nation too jealously to do otherwise."

In other actions at the convention, NCAWE voted to give full support to the NEA proposal for cabinet status for the U.S. Commissioner of Education and to continue support of the proposed Constitutional amendment for Equal Rights for All Citizens. They also established a new project to conduct a study of the present status of women in educational administration and to identify the factors producing the current adverse situation.

Other speakers at the conference included Wayne O. Reed, associate commissioner of education, U.S. Office of Education; Earl C. Funderburk, director, NEA Office for Supervisory and Administrative Services; and Dorothy Johnson, assistant superintendent, District of Columbia schools.

Fern Ritter, elementary principal, Wichita, Kansas, is the new NCAWE president-elect. On June 1, Frances Hamilton, U.S. Office of Education, becomes president, succeeding Mathilda Gilles, principal, Salem, Oregon.

Seek 'significant involvement'

Students ask for greater representation

The Student NEA delegate assembly—meeting in Lincoln, Nebraska, January 15-17—called on NEA to appoint a Student NEA representative to every NEA commission, committee, and task force.

Noting that the Student NEA "is interested in significant involvement within the NEA and its affiliates," the 62 delegates to the meeting said such appointments should be made immediately and should be financed by the NEA.

Currently, students are represented on the NEA Task Force on Student Involvement, the Citizenship Committee, the Environmental Education Task Force, and the State TEPS Chairmen Executive Committee. In addition, the Student NEA president attends meetings of the NEA Executive Committee and Board of Directors as an observer.

"Student NEA members are those educators who will be called upon to implement NEA policy and to continue its direction. To do so intelligently and without loss of momentum, students must be involved in making those decisions," said Mel Hilgenberg, president of the 90,000-member association.

In other actions, the delegate assembly mandated a feasibility study for a national dues increase, called for unification of all student affiliates by September 1974, established the Council for Human Relations as a permanent body, and adopted a 1971-72 budget proposal with programs in the areas of teacher education reform, human and civil rights for all students and educators, student political action, governance, and communications.

Delegates also reaffirmed their position that the Student NEA should remain a separate and self-governing entity within the National Education Association.

More than 100 persons attended the first semi-annual meeting. Sessions were conducted at the Center for Continuing Education on the University of Nebraska campus.

Meeting at the same time, the Student NEA executive committee voted to submit a resolution to the NEA Resolutions Committee calling for the abolition of corporal punishment in the classroom.

Student NEA and State Department meet

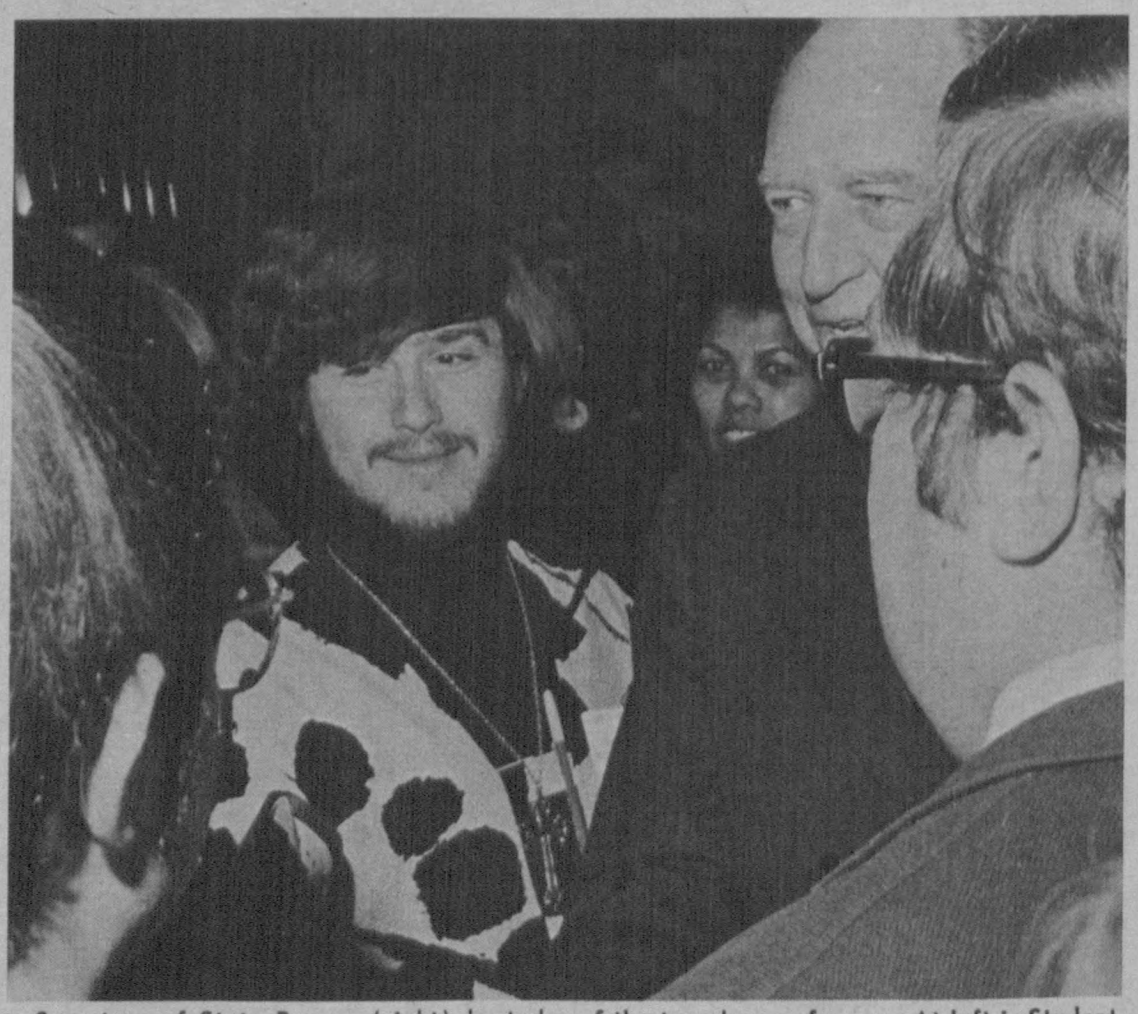
Some 175 students were among 200 participants in a two-day Washington, D.C., conference, February 3 and 4, on Foreign Policy and Education. The conference, sponsored by Student NEA and the U.S. Department of State and held at the State Department, was the first such session of its kind.

"We hope that this meeting of students and administration spokesmen," said Student NEA President Mel Hilgenberg, "marks the initiation of a series of similar exchanges."

Conference briefing sessions gave students an opportunity to discuss with officials such areas of U.S. foreign policy as cross-cultural communications, maintenance of American troops in Europe, the country's role in the Middle East peace mission, and the Laotian incursion, which began the day before the conference.

Conference speakers included James Bostain, director of the Foreign Service Institute; former astronaut Michael Collins, who is now assistant secretary of state for public affairs; Joseph J. Sisco, assistant secretary for Near Eastern and South Asian affairs; and Margaret Joy Tibbetts, deputy assistant secretary of state for European Affairs.

Summing up the high-level meeting, one student remarked, "This has been an education for us and for them."



Secretary of State Rogers (right) hosted a reception for the group at the conclusion of the two-day conference. At left is Student NEA Vice-President Kent Bowden.

Secondary principals' association issues guidelines on bomb threats

Noting that bomb threats and hoaxes are on the increase in U.S. secondary schools, the National Association of Secondary School Principals has prepared "Guidelines for Dealing with Bomb Threats." The guidelines were drawn up from replies to the problem by state secondary school principals associations. Supplemented with legal advice, the guidelines include illustrations of procedures used in three sizes of school districts: major city, small district, and medium size community.

Copies of the guidelines, published in the January-February issue of *NASSP Spotlight*, are available for 15 cents each from NASSP at NEA Center.

NEA-operated tours

Association-sponsored summer travel offers Latin America, U.S.A., Europe

Programs offered by the NEA Division of Educational Travel include tours throughout the world. They range from around-the-world extravaganzas to tours of interest within the United States and Canada. Some offer academic credit. All tours and transportation are provided at the lowest cost possible.

The tours described on this page are only some of the dozens available to members, their families and friends. For further details, complete and mail the coupon at the bottom of the page.

A torero makes a successful pass in the bull ring in Mexico City

"Vamos al sur de la frontera"—let's go south of the border. In either language, the NEA Division of Educational Travel invites members, their families and friends, to join the many association-sponsored, low-cost tours to Mexico, Venezuela, or throughout South America.

The NEA-operated program is the finest for the money, the Educational Travel Division says. The listings below show where the tours go, how much they cost, their dates, and the cities from which they depart.

SEE THE U.S.A.

"The Southwest Indians" (SW)
August 1-August 14 — $398 from Albuquerque

"Canadian Rockies-Pacific Northwest" (CRPN)
July 11-July 26 — $698 from Chicago

"American History Pilgrimage" (AHP)
July 7-July 27 — $498 from Washington, D.C.

"Berkshire Summer Festival" (BF)
July 8-July 17 — $365 from New York

"Washington Seminar" (WS)
June 27-July 16 — $398 from Washington, D.C. (credit)

STILL AVAILABLE TO EUROPE

"Europe with Ireland & Britain" (GE-2)
June 27-August 5 — $1,398 from New York

"Europe with Ireland & Britain" (GE-3)
July 4-August 12 — $1,398 from New York

"Europe, Major Cities" (GE-6)
July 21-August 12 — $1,335 from New York (credit)

"Europe Revisited" (GER-1)
June 29-August 7 — $1,285 from Washington, D.C.

"Europe Revisited" (GER-2)
July 6-August 14 — $1,285 from Washington, D.C.

"Holiday In Italy, Sicily & Tunisia" (IT-1)
July 6-July 27 — $860 from New York

MEXICO

"Understanding Mexico" (M-1)
June 29-July 21 — $425 from San Antonio (credit)

"Mexico—The Old and The New" (M-2)
July 17-August 6 — $398 from Mexico City

"Seeing Mexico" (M-3)
July 9-August 7 — $585 from San Antonio

CENTRAL AND SOUTH AMERICA

"Central America, Mexico City, and the Yucatan" (CA)
July 8-August 4 — $985 from New Orleans — $1,158 from L.A.

"Around South America" (SA-1)
July 1-July 31 — $1,598 from Miami (credit)

"Around South America" (SA-2)
July 8-August 7 — $1,598 from Miami (credit)

"South American Highlights" (SA-3)
August 3-August 24 — $955 from Miami

"Venezuelan Varieties" (VV)
August 3-August 19 — $795 from Miami

EUROPE (Continued)

"Holiday In Italy, Sicily & Tunisia" (IT-2, 3, 4)
July 13-August 3 — $860 from New York
July 20-August 10 — $860 from New York
August 3-August 24 — $860 from New York

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TO: NEA Educational Travel Division
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- ☐ "Holiday Adventures Summer 1971" (complete summer tour book including all tours listed on this page with the exception of "Venezuelan Varieties.")
- ☐ "Venezuelan Varieties" (VV)
- ☐ "Student Tour to Switzerland" (ST) For high-school age children of NEA members.
- ☐ "Hawaiian Love Affair" and "Wiki Wiki Hawaii"
- ☐ Transportation Only to Europe (Charter and group-fare jet flights)

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names in the news

The NEA Executive Committee has appointed **Robert H. Chanin** to the NEA cabinet as general counsel and assistant executive secretary for legal services. In this position, Mr. Chanin will continue his responsibilities for coordinating and supervising legal work for the Association.

Student members elected to the new Future Teachers of America Executive Committee are **Cindy Christensen,** Dover, N.H. (Northeast); **Marsha Buckman,** Easton, Pa. (Mid-Atlantic); **David Starnes,** Lenoir, N.C. (Southeast); **Kathy Smith,** Pierre, S. Dak. (North Central); **Margaret Logisz,** Chicago, Ill. (Midwest); **Rita Duwe,** Hutchinson, Kans. (South Central); **Marvis Franks,** Medford, Oreg. (Northwest); and **Dan Newbold,** Salt Lake City, Utah (Southwest).

Paul A. Miller, superintendent of schools, Cincinnati, Ohio, recently elected president-elect of the American Association of School Administrators, took office March 15. On that date, the current president-elect, **John B. Geissinger,** superintendent of schools, Tenafly, New Jersey, became president, succeeding **Harold H. Eibling,** superintendent of schools, Columbus, Ohio. Miller becomes AASA president in March 1972.

Vladimir A. Dupre has been elected executive director of the NTL Institute for Applied Behavioral Science to succeed **Leland P. Bradford,** who retired last summer. Dupre was formerly the NTL director of field operations.

Sam Ethridge, NEA assistant executive secretary for teacher rights, has been elected to the Board of Trustees of Stillman College, in Tuscaloosa, Alabama. Ethridge is a graduate of the college.

Owen B. Kiernan, executive secretary, National Association of Secondary School Principals, was one of five persons elected recently to serve a four-year term on the Board of Trustees of the College Entrance Examination Board.

Children show the significance of motor development

Above, six- and seven-year-olds from Sumner Elementary School in Washington, D.C., take part in a demonstration at a recent conference on the significance of motor development for the young child. The conference was jointly sponsored by the National Association for the Education of Young Children and the American Association for Health, Physical Education, and Recreation (an NEA national affiliate). Below, younger children from the National Child Research Center, Washington, D.C., are observed in motor activity under the direction of Judy Williston of the Child Development Laboratory School, University of Wisconsin. Some 240 educators attended the conference at NEA Center.

Grass Roots Involvement Program seminars continue coast to coast

Grass Roots Involvement Program seminars reach into every part of the nation. Above, NEA President-Elect Donald E. Morrison speaks to the general session at the GRIP seminar in Tulsa, Oklahoma. Morrison talked about NEA programs and priorities. At right, participants respond in a question-and-answer session sponsored by NEA's Division of Educational Technology. The session was part of an all-day seminar on improving the instruction of culturally different learners. Future GRIP seminars will be held for the Mountain States and West Coast regions, March 25-27, Salt Lake City, Utah; for the New England and East Coast regions, April 15-17, New Haven, Connecticut; for the North Central region, April 22-24, Sioux Falls, South Dakota; and for the Midwest region, May 6-8, South Bend, Indiana. Earlier GRIP seminars covered other parts of the nation.

current

What's going on in TV, radio, press, and national magazines

Television

(All times are Eastern)

Discovery—Sunday, March 21, ABC-TV, 11:30 a.m. Lost World of the Mayas. *March 28:* The Sponge Fisherman. *April 4:* Thailand—The River People. *April 11:* New Zealand. *April 18:* Nature's Adaptations.

Jane Eyre — Wednesday, March 24, NBC-TV, 9 p.m. A new adaptation of the classic novel.

Gideon—Friday, March 26, NBC-TV, 8:30 p.m. Paddy Chayefsky's drama starring Peter Ustinov.

A Day with Bill Cosby—Saturday, March 27, NBC-TV, 12 noon. This NBC Children's Theatre explores both the good and bad uses of drugs. Recommended by NEA for viewing.

A Quest for Survival—Monday, March 29, ABC-TV, 8:30 p.m. A special presentation of "The American Sportsman" examines the contrasting aspects of conservation.

The Record Makers—Friday, April 2, NBC-TV, 7:30 p.m. The Guinness book of World Records is the basis for this tribute to man's never-ending struggle for individual achievement. Recommended for viewing by the NEA.

Thus Spake Zarathustra—Sunday, April 4, CBS-TV, 5 p.m. A New York Philharmonic Young People's Concert.

A Conversation with Lord North—Tuesday, April 6, CBS-TV, 7:30 p.m. The first in a series of programs dealing with the American Revolution.

Journey to the High Arctic—Tuesday, April 13, CBS-TV, 7:30 p.m. A National Geographic exploration of polar seas and animals which also focuses on the problems of modern and Eskimo cultures in the Arctic.

Childhood: The Enchanted Years—Thursday, April 22, NBC-TV, 7:30 p.m. On this GE Monogram special, leading scientists explore one of the most dynamic and exciting frontiers of psychology today—the development of a child. Recommended for viewing by the NEA.

Magazines

(March issues)

Parents' Magazine—"Some Misgivings About Teacher 'Accountability,'" a guest editorial by NEA President Helen Bain.

Seventeen—"How To Cope with 'Future Shock,'" an interview with Alvin Toffler, who offers a school program to help to prepare students to cope with the "future" that has already arrived.

Saturday Review *(March 20 issue)*—"New Beat in the Heart of Dixie," by Peter Schrag.

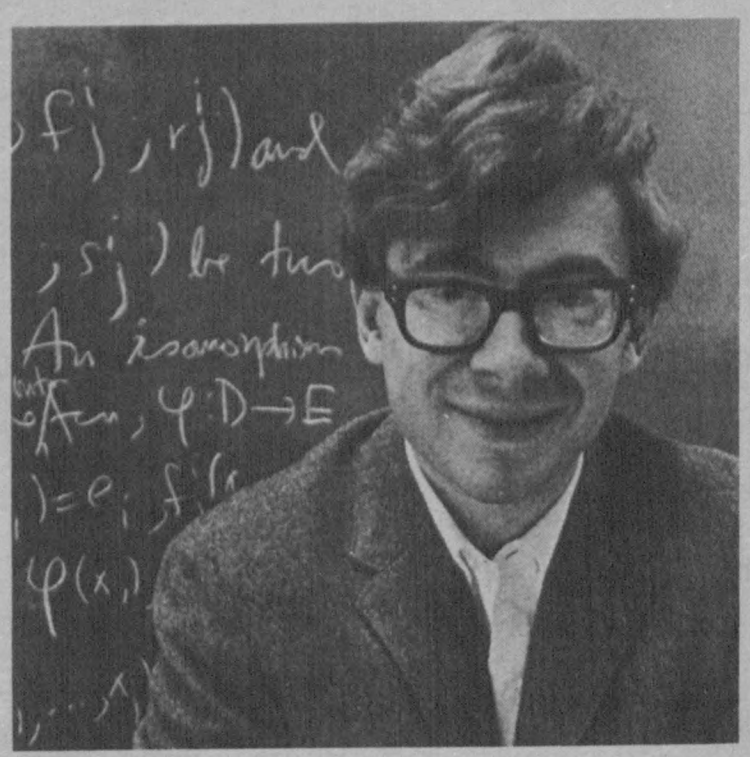
(April issues)

Good Housekeeping—"How School Psychologists Can Be Important to Your Child."

Parents' Magazine—"New Ways To Measure Intelligence in Infants," by Suzanne Freeman. "Taking the Classroom Outdoors," by Bill Thomas.

Reader's Digest—"Brown Eyes—Blue Eyes," by William Peters. "Kent State—What Happened and Why," part 2 by James A. Michener.

Redbook Magazine — "My View of Drug Use and Drug Abuse," by Dr. Benjamin Spock. "Redbook's Guide to America's Heritage Trails."



"The Record Makers" on television

Harvey Friedman—an assistant professor at Stanford University at age 18—is one of the achievers featured on "The Record Makers," a televison show recommended by NEA. "The Record Makers" will be aired April 2 at 7:30 p.m. over NBC-TV.

Earthquake hits Los Angeles schools

On February 9 a major earthquake in the Los Angeles area killed 64 and wreaked havoc with the city's schools. One school, only four years old and valued at $850,000, was completely destroyed and will have to be torn down and rebuilt. Another elementary school, consisting primarily of pre-1933 masonry buildings, was also condemned, according to the United Teachers-Los Angeles.

UTLA also reported that Los Angeles Senior High, the school known as "Walt Whitman" on the ABC-TV series "Room 222," has been closed for this year. LA High students are being bussed to Fairfax High School, several miles away.

In all, UTLA reported that some 119 schools suffered major structural damage in the earthquake. Many in the north San Fernando Valley area hardest hit were without heat, lights, and running water for over two weeks. All of Los Angeles' more than 650 schools were closed for two days.

At several of the hardest hit north valley schools, the local teachers, principal, and school nurse tried to convince the central administration that their schools should be closed, at least until heat and running water were available. The superintendent, however, refused to close the schools. UTLA was instrumental in focusing public opinion on the controversy.

When the earthquake struck, UTLA was ready to take care of members' problems. UTLA maintains an emergency fund to help members in emergency situations when they have no other source of money. UTLA field directors—one in each of the eight major geographical areas of the 83-mile long, 25,000-teacher city area—have cash reserves to help teachers.

"Every local must have an effective plan prepared to take care of its members' needs in an emergency situation," said UTLA Executive Director Donald Baer. "Our business is service, and advocacy for our members and emergency situations are times when that is needed most. The superintendent is not going to go all out and take care of members' needs when the going really gets tough—the local has got to be ready and able to do everything that needs doing."

Principals oppose racial injustices

At its annual convention in Houston this year, the National Association of Secondary School Principals reaffirmed "its commitment to the protection of all its members, regardless of race, against unfair employment practices."

Referring to "racial discrimination in the employment of secondary-school principals following desegregation of schools," a resolution adopted at the convention business meeting also called for "immediate action designed to rectify injustices already endured by its black members and to seek ways and means of protecting them from further injustice in the future."

During the five-day convention, some 10,000 participants attended large and small group meetings to discuss problems ranging from accountability to vouchers. Between sessions, the principals examined 150 exhibits of educational software and hardware ranging from books to telephone systems.

Keynote speaker at the first general session was the new U.S. Commissioner of Education, Sidney P. Marland, Jr., who spoke on the conference theme: "Commonsense Priorities for the Seventies."

In his first address since taking the federal post, he called for a reformation of secondary education that would abolish "the abomination known as general education" and replace it with contemporary career education in a comprehensive high school. He proposed that every high school student graduate with a salable skill or the preparation to continue his education.

"Anything else is nonsense," he said, and he urged a "new educational unity" that would break down the barriers between things academic and things vocational.

Another major speaker was TV personality Art Linkletter, who has devoted most of his time to the war against drug abuse since his daughter's drug-induced suicide. He said that educators and others "must fight fires that are becoming a holocaust."

Space pioneer Wernher von Braun, speaking on "The Challenge and Promise of Space," warned that the educational pendulum may now be swinging away from science. He called on educators to see that this swing does not go too far.

U.S. Selective Service Director Curtis W. Tarr told the principals that, although he supports an all-volunteer military service, he believes the draft will have to continue for the next several years and that efforts to end draft deferments for college students will get a big push this year in order to make the draft fair to all young men. While he was speaking, a small group of youths outside the hall passed out leaflets protesting the draft.

At the final session of the convention, retiring NASSP President J. Frank Malone presented citations for outstanding service to secondary education to Charles R. Keller, director emeritus, John Hay Fellows Program, and to Lloyd S. Michael, retired superintendent, Evanston Township High School, Evanston, Illinois.

The following were elected to office: W. Hobart Millsaps, president; Edwin B. Keim, president-elect; and for membership on the NASSP Board of Directors—Allan D. Walker, Norman E. Nordby, Harold W. Weber, R. E. McCullar, and Charles M. Fallstrom.

Missouri teachers examine new tenure law

Some 160 teachers and administrators participated in a recent workshop on teacher evaluation in St. Louis, preparing for implementation of a Missouri tenure bill which went into effect July 1, 1970.

The tenure bill states: "In determining the professional competency or efficiency of a permanent teacher, consideration should be given to regular and special evaluation reports prepared in accordance with the policy of the employing school district and to any written standards of performance which may have been adopted by the school board."

Workshop participants examined three different instruments of evaluation: the Coping Analysis Schedule for Education Settings (CASES); EPIC's Diversified Systems; and the Instrument for the Observation of Teaching Activities (IOTA). They also had an opportunity to become familiar with the performance criteria for teachers developed by Western Washington State College.

Evaluation experts

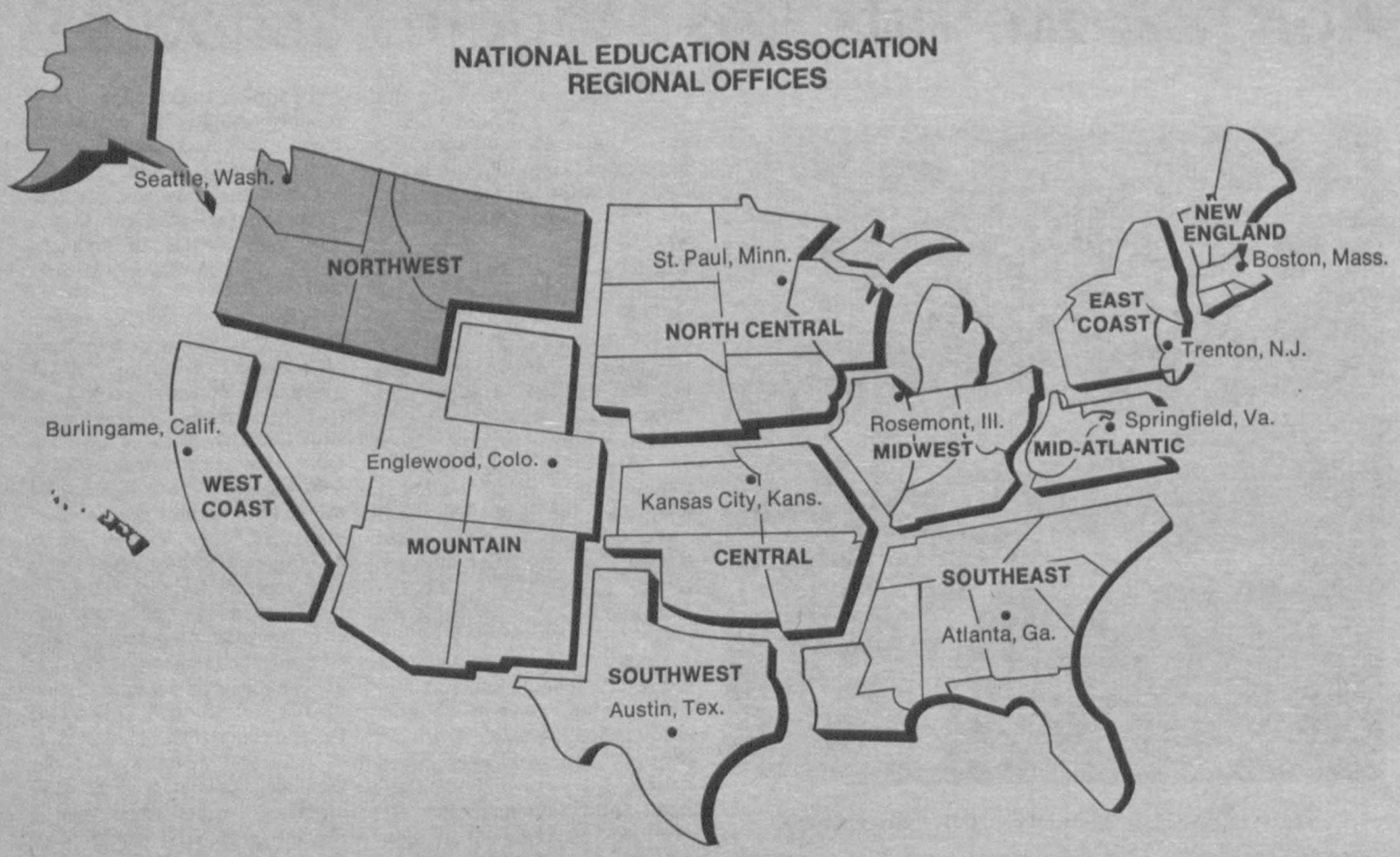
Evaluation experts at the sessions included E. Wayne Roberson of EPIC, Tucson, Arizona; Herbert Hite, Western Washington State College; and Robert L. Spaulding and Warren Kallenbach, San Jose State College, California. Assisting with the planning of the conference was Bernard McKenna, staff member, NEA's National Commission on Teacher Education and Professional Standards.

The workshop was sponsored by the Danforth Foundation, the St. Louis Suburban Teachers Association TEPS Committee, and the Suburban Elementary Principals Association. Mrs. Lucille Allen, St. Louis Suburban TEPS chairman, was local chairman.

"Evaluating definitely is a skill," one participant wrote following the workshop. "I now know that the day of report cards for teachers is here," said another. "To adopt a good, valid, reliable evaluation program will take plenty of study and time," and ". . . we are not ready for teacher evaluation before we are given more training and help . . ." were other comments.

In addition to assisting with the St. Louis workshop, NCTEPS has been working with Michigan Education Association personnel in arranging similar endeavors. Leaders from local associations attended a workshop on teacher evaluation at Battle Creek in December and another in February; a third will be held this month. The Warren Education Association also is planning a workshop March 19-21.

NCTEPS is developing guidelines, based on the Missouri and Michigan experience, which will be available to state and local education associations that wish to study and conduct workshops on the subject of teacher evaluation.



Have expertise, will travel

Fourth in a series

NEA regionals—where the action is

NEA's Northwest Regional Office serves five unified states whose memberships average about 92 percent of potential. Geographically, the region is huge, covering over one million square miles—a factor that poses a major problem which calls for unique solutions.

When requests for assistance come in from affiliates located outside the more densely populated Seattle-Portland corridor, staff effort to respond by providing personal on-site services almost invariably involves undertaking long-distance, time-consuming travel. Such work, therefore, automatically limits the extent of personal contact possible during the course of a month or a year.

George Green, NEA's Northwest regional director, says that his love of teaching practically dictated the kind of solution he chooses for resolving the distance problem: "Instead of focusing solely on providing the maximum amount of on-site services possible," Green explained, "we supplement such efforts with massive training programs. Providing current and future association leaders with information they may lack and helping them sharpen their skills, permits them to do their local jobs effectively. Then, along with state association staffers, we are available to back them up whenever the need arises."

In the Northwest Region, therefore, training programs are an almost continuous operation. Workshops and seminars focus on public relations, negotiations, community relations, improvement of instruction, political action, processing grievances, conflict management, and so on. And, despite the pressures of regional responsibilities, Green manages to find the time to serve on the staff advisory committee for NEA's Leadership Development Academy; to be the director for the Academy's annual leadership seminars in San Diego; and to participate, in various capacities, in NEA's national seminars for state and local leaders, especially those that center on negotiation and and related skills, legislation and political action, human relations, and the improvement of instruction.

John Dunlop, the Northwest Regional Offices' negotiation specialist, is an attorney as well as a former educator and association leader. His assignment involves him in a good deal of travel in response to requests. He is in great demand, for example, in localities where local leaders seek assistance in order to resolve negotiation impasses. And where local negotiators are comparatively inexperienced, or where negotiation has been limited in a geographic area, Dunlop moves in to provide on-site services in order to assist in the winning of master agreements that can set area-wide precedents.

Recently, working in close cooperation with Oregon Education Association staffers, Dunlop helped establish a Negotiation Coordination Council in one section of the state. The council is designed to be an information clearinghouse and mutual assistance resource for a group of local associations. Others may be established in other sections. Elsewhere in Oregon, Dunlop has assisted local negotiators in winning good grievance procedures. He then helped plan and conduct workshops to train faculty representatives and association committee members in the techniques of processing grievances and implementing all guarantees embodied in the agreement.

In other states—Washington for example—Dunlop has had a good deal of opportunity to utilize his law training. Most of the cases that could qualify for DuShane Fund assistance are handled by local attorneys. Thus, in cooperation with WEA staffers, he has been engaged in establishing a statewide network of attorneys who can be readily available to teachers in trouble.

The Northwest Region has a very high DuShane caseload. However, this should not be interpreted as an indication of a high degree of unfair treatment in the Northwest as compared with other regions in the country. Actually, it reflects the fact that state associations—again the Washington Education Association is a good example—seek out cases of unfair treatment in order to offer assistance. WEA has been doing this for the past five years or six years. A concomitant factor, of course, is that teachers in this unified region have unlimited confidence in the support they will receive as well as in the know-how their associations can provide, and this encourages them to stand up and fight for their rights. By winning their own cases, they help set the precedents that protect other teachers.

John Chase, a former Student NEA president, recently concluded his teaching assignment in Denver in order to become an intern in NEA's Northwest Regional Office.

In line with his interest in training, George Green is an ardent supporter of internships as a means of building valuable staff resources. Short-term internships permit individuals not only to utilize previous experience while gaining additional experience, it also gives them the kind of practical exposure needed to decide about making a career of NEA field work. Concurrently, of course, the interns' special aptitudes for full-time assignments can also be evaluated.

The first intern ever employed in the Northwest Regional Office was Bill Cullinane; he served from January 1 to July 1, 1970. Directly thereafter, he became a valued staff member attached to NEA's trouble-shooting, constantly-on-the-go, four-man Organizing Team headquartered in Chicago.

John Chase, the second intern in the region, started his duties on January 1, 1971, and will continue for five and one-half months. Interns work full-time and receive the base salary scheduled for beginning field representatives. Since arriving in the Northwest Regional Office, Chase has spent the major part of his time working with the Portland Association of Teachers.

In addition to work directly related to serving association members and leaders, NEA's Northwest Regional Office has achieved a good deal of recognition from people in the community. Telephone calls and letters are often received from community representatives and individuals seeking answers to questions about the schools and a vast variety of school-related issues.

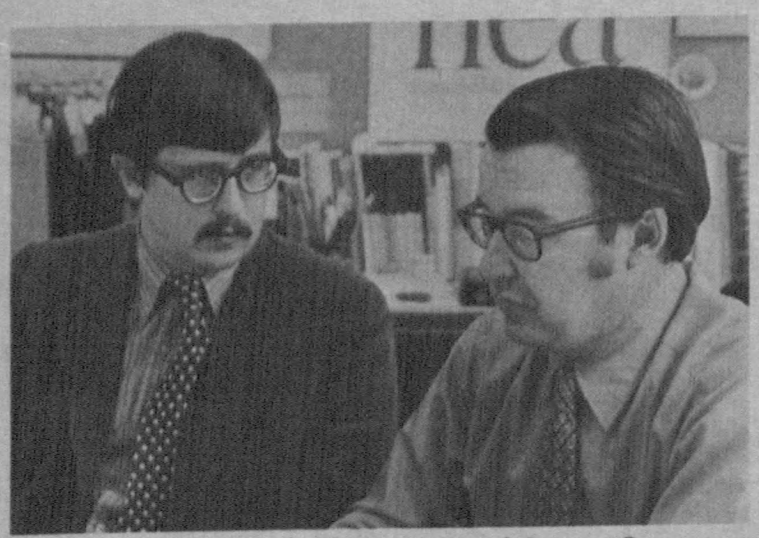
Recently, for example, when the ETV station in Seattle began to plan a series on drug abuse, both Green and Dunlop were invited to serve on a special committee set up to plan the programs as well as sponsor and oversee them.

Among the many interesting and challenging experiences in which the Northwest Regional Office felt privileged to be involved is an exciting project now in an advanced stage in Alaska. By this summer, an Educational TV satellite is expected to be launched and ready for service. It will help to provide desperately needed educational services for children and adults in the far-flung and isolated villages and schools of that tremendous state.

Cooperation in this project was widespread; however, the Alaska Education Association, and especially its executive secretary, Robert Van Houte, deserve major credit for the achievement. Though help came from many sources, and the NEA was one of them, AEA's leadership was the indispensable factor. NEA's assistance was not limited to a financial gift. Harold Wigren, associate director of NEA's Division of Technology, provided expert technological services to the AEA.

The launching of the TV satellite involved the work of many agencies, both public and private, and many of them will also utilize the satellite as soon as it is in operation. Governmental agencies—HEW, for example—will use the satellite to provide health services such as medical advice and first aid guidance in emergencies for the same outlying districts.

There are now 26 UniServ representatives in the Northwest Region. With their help, the active teacher associations of the Northwest are stepping up their activities, broadening their programs, and expanding their services to members at an accelerated pace. And NEA staffers in the region are proud to be part of this growth.



Northwest staffers John Dunlop and George Green.

Northwest intern John Chase.

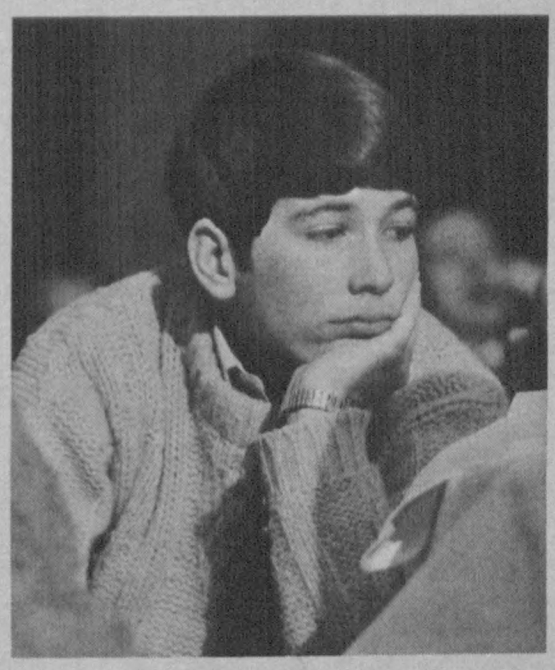
Student-adult teams view changing urban school

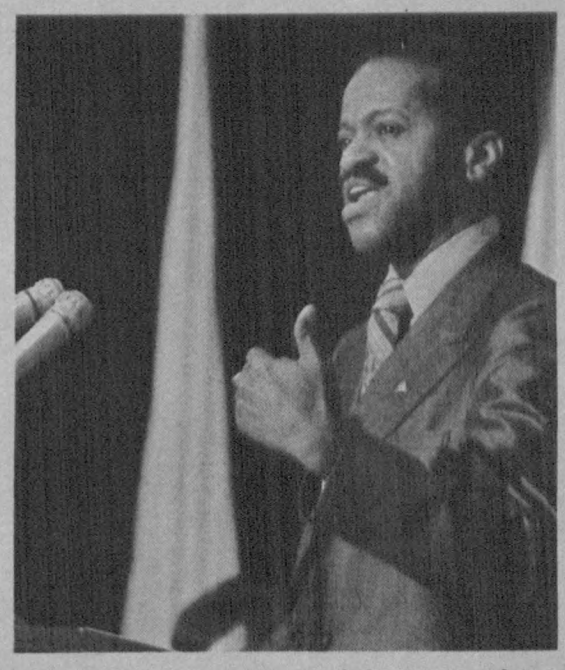
Students helped plan educational change last month at the Institute on Changing Urban Education sponsored by NEA's Center for Human Relations. The institute, held in Des Moines, Iowa, February 14-19, brought together teams of teachers, students, parents, administrators, and community representatives from seven cities.

Each team selected a problem of their city's schools, devised a possible solution to the problem, and drew up a detailed schedule for carrying out that solution.

The teams represented Des Moines; Lawton, Oklahoma; Little Rock, Arkansas; Minneapolis, Minnesota; University City, Missouri; Waterloo, Iowa; and Wichita, Kansas.

NEA and state association personnel staffed the institute, which was headed by CHR staff member John Leeke. Leeke and other institute staff members will help the teams work on their tasks in the coming months.





George Jones (right), director of NEA's Center for Human Relations, warned institute participants of the difficulties of bringing about change and discussed probable directions for change. "It's going to take power to make these changes," he said, "and power is never given up freely; is never shared willingly. Things happen because they are made to happen," he added. "I'm asking you to get it all together and make it happen." Jones also told the participants that "we must move from a notion that a child fails because we think he is stupid, or dumb, or because he comes from a broken home and background devoid of the finer material things of life. We must move to a system which recognizes that the school must change to fit the needs of the child, regardless of where he's coming from. Schools should be constantly reorganized to fit the child," he stressed, "not the child remolded to fit the school." At left, George C. Enders, a student member of the University City, Missouri, team, listens to Jones' remarks.

The team from Waterloo, Iowa, brainstorms during the Institute on Changing Urban Education. The Waterloo team—and teams from six other cities—included teachers, students, parents, administrators, and community representatives.

$1 million program in arts aims at total school climate

Improvement of "the total educational climate of the schools" is the goal of a new $1 million experiment known as Arts Impact (Inter-disciplinary Model Programs in the Arts for Children and Teachers). Dance, drama, music, and visual arts will be used in five selected school systems to achieve this goal.

Three of the four national arts education organizations participating are NEA affiliated units: Music Educators National Conference, National Art Education Association, and the Dance Division of the American Association for Health, Physical Education, and Recreation. The fourth organization participating is the American Educational Theater Association.

Funds for the project are being provided under the Education Professions Development Act, administered by the U.S. Office of Education. Robert L. Lathrop, professor of psychology and educational psychology at Pennsylvania State University, has been named director of evaluation for the two-year term of the project.

Connecticut association wins

The Norwalk (Connecticut) Teachers Association defeated the Norwalk teachers union this month in a representative election in that city. The vote in the March 3 balloting was NTA 497, union 358.

NTA President Betty Grey praised Connecticut Education Association and NEA workers for their assistance. Union workers promised Norwalk teachers a contract "as good as we have in New York City." Many New York teachers have been threatened with layoffs recently because of the city's financial troubles.

Unsatisfactory conditions reported

Below is a current listing of names of school districts or systems where a state education association has notified members of the profession and the public that unsatisfactory educational conditions exist.

Association	District or System
• California Teachers Association	Lawndale Elementary
• California Teachers Association	Ukiah Unified
• California Teachers Association	Tehachapi Unified
• California Teachers Association	Los Altos Elementary
• California Teachers Association	Madera Unified
• Illinois Education Association	Decatur Dist. No. 61
• Maine Teachers Association	SAD 13 (Bingham area)
• Minnesota Education Association	Appleton Public Schools
• Minnesota Education Association	Verndale Public Schools
• Missouri State Teachers Assn.	Missouri Public Schools
• Nebraska State Education Assn.	Tri-County Public Schools
• North Dakota Education Assn.	Turtle Lake Public Schools
• Ohio Education Association	Northwest Local
• Ohio Education Association	Ohio Public Schools
• Ohio Education Association	Springfield Local
• Oklahoma Education Association	Oklahoma Public Schools
• Pennsylvania State Educ. Assn.	Erie Public Schools

Jersey faculty wins election as bargaining agent

Early in February, the Faculty Association of Monmouth (New Jersey) College won an election as the bargaining agent for the faculty. This is the first collective bargaining election under the jurisdiction of NLRB in any private college in the country.

The faculty members are members of the state association and many are members of NEA.

NEA-supported project

Mississippi, Louisiana affiliates BUILD

Currently, the NEA state affiliates in Mississippi and in Louisiana are cooperating in a special NEA-supported program called Project BUILD. The major focus in each state is to strengthen existing local associations; help organize local associations elsewhere; train present and potential local leaders; and provide consultative guidance designing organizational programs of activities and services.

Gwen Scott, formerly a staff member of the United Teachers of Los Angeles, is director of Project BUILD for both states. The other project staffers are Pat Kerns, communications and public relations coordinator, Dick Dickerson, assistant executive secretary, MTA-NEA. Leon Felix, field representative, assigned essentially to the locally merged association in New Orleans, cooperates with Project BUILD as needed.

In addition to the NEA staff members, local teachers (10 in Louisiana and 9 in Mississippi) are now providing part-time field services and the overall effort has already begun to show results. In areas where local associations formerly limited their activities to an annual dinner, for example, spirited discussions now focus on organizational structure; building, involving, and serving memberships; securing negotiation rights; utilizing state and NEA resources.

One part-time field worker summed it all up during a recent reporting and assessment session when she said, "It almost feels like bringing rain to a dried-out area."

Another NEA service: nationwide auto leasing

Complete line of auto makes and models available via Teachers Services Corporation

With the automobile industry entering its peak sales months, NEA is again prepared to offer members a complete choice of makes and models through nationwide auto leasing service.

This service—administered by Teachers Services Corporation—is in its fourth year of operation and serves thousands of NEA members across the United States. Through this simple method of acquiring transportation, educators in some areas are now ordering their third consecutive lease car; some are two- and three-lease-car families.

Now administered entirely from the national office in Washington, D.C., the TSC leasing program offers a quick, easy means of obtaining vehicles without the problems and confusion of financing and trade-in. In fact, rather than trade the car he now has, a member can sell his present car, retain the income derived, and obtain a lease car with an initial deposit of $150.

Immediate delivery

Since the end of the General Motors strike, all models, from minis to luxury cars, are now available for immediate delivery through the many dealers participating with NEA and TSC in the leasing program. TSC has taken another step to make delivery even easier. In areas where there is no easily accessible dealer, lease cars are being delivered directly to the members' home by trained drivers.

James D. Urie, TSC vice-president in charge of auto leasing, said that special steps have been taken by the company to assist members interested in leasing. "Trained personnel have been assigned to sensitive areas of new car leasing and/or extensions, and insurance in order to better serve our participants."

Urie told of some of the advantages in car leasing available only to members:

● **No down payment.** This means you can keep your present car, since it is not needed for a trade in. Drive it—or sell it and keep the cash.

The only initial expense in leasing a car through TSC is a refundable $150 security deposit. No loan companies, banks, etc., are involved; the member who leases a car preserves his credit for other needs.

● **Low lease payments.** TSC rates are low because of the volume purchasing and volume financing possible through the united teaching profession.

● **A warranty with extra** muscle. Suppose your TSC car needs attention under the manufacturer's warranty plan. Your dealer either declines to do the work or doesn't do it to your satisfaction. With a TSC lease, you can forget the problem—you merely call or write to TSC. The TSC employees use their strength as volume buyers to see to it that your warranty is honored fully.

An application for auto lease appears at the bottom of this page. For exact prices and specific information, an NEA member need only complete this form and forward it to: Teachers Services Corporation, 1156 15th St., N.W., Washington, D.C. 20005. Information is also available via the toll-free telephone number 800 424-8567.

In reviewing TSC's four years of operation, Urie discussed some of the questions most often asked by members:

Q. Does TSC offer lower rates?

A. Yes. Through volume purchasing TSC can offer members the lowest lease rates available. TSC, sponsored by the NEA and its state and local affiliates, is teacher oriented. As such, we are geared to extend valuable and unique services.

Q. What about hidden costs?

A. The TSC program has no hidden costs. Depreciation is guaranteed so the lessee is not responsible for additional expenses at the termination of the lease. Should he turn the car in, the security deposit is refunded as long as the vehicle is returned "in average condition." In addition, each lessee is given a completed lease contract to examine before he makes his final decision.

Q. I keep my car over three years—why lease?

A. In addition to the numerous advantages of the TSC auto lease plan, you can purchase your leased car at the end of your lease at a predetermined wholesale price. Wouldn't you rather drive a car for two or three years before deciding to buy it?

Q. How long is the lease term?

A. Two or three years—with some attractive end-of-lease options:

● For example, at the end of your lease period, you can replace your lease car with a current model of your choice.

● You can purchase your car outright at the predetermined wholesale vaue (your lease has a guaranteed purchase option).

● Maybe at the end of your basic 24-month lease you'll decide to extend your lease another year. Fine. TSC will extend the lease and give you a further discount.

● You can sell the car and send us the purchase option amount to clear the books.

● Or, you may decide simply to return the car at the end of the lease.

If you like, we'll recommend the choice most beneficial to you when the time comes.

Q. Where must I go to pick up my lease car?

A. Cars are delivered through your nearest participating dealer. In some cases, where distance is inconvenient to the member, dealers arrange delivery to the lessee's home.

Mrs. Gilman and her husband lease two autos via NEA

Mr. and Mrs. Daniel Gilman of North Miami, Florida, lease this automobile and a Ford LTD through Teachers Services Corporation. TSC, wholly owned by NEA and its affiliates, offers autos to members throughout the nation.

TSC Auto Lease Application and Request Form

PRINT FULL NAME: MR. / MRS. / MISS — FIRST — MIDDLE — LAST — AGE — MARRIED / SINGLE / DIVORCED — NUMBER OF DEPENDENTS — AGES OF CHILDREN

PRESENT ADDRESS — NUMBER AND STREET — CITY — COUNTY — STATE — ZIP — LIVED YEARS — THERE MONTHS — PHONE

PREVIOUS HOME ADDRESS — NUMBER AND STREET — CITY — COUNTY — STATE — ZIP — LIVED YEARS — THERE MONTHS — PHONE LISTING IN NAME OF — LESSEE / SPOUSE / OTHER

SELF EMPLOYED / OTHERS — EMPLOYER — BUSINESS ADDRESS — INCOME — HOW LONG YEARS — HOW LONG MONTHS — PHONE

SCHOOL OR BUSINESS — NAME OF PREVIOUS EMPLOYER — ADDRESS — NO. YRS.

NEAREST RELATIVE NOT LIVING WITH ME — NAME — ADDRESS — RELATIONSHIP

SPOUSE'S GIVEN NAME — IF SPOUSE EMPLOYED, NAME OF EMPLOYER — INCOME — HOW LONG YEARS — HOW LONG MONTHS

BANK NAME — STREET — CITY — STATE — ZIP — CHECKING / SAVINGS

LAST CAR FINANCED — NAME — STREET — CITY — STATE — ZIP — AMOUNT OWED

OTHER CREDIT REFERENCES
1 — NAME — STREET — CITY — STATE — OPEN / CLOSED
2 — NAME — STREET — CITY — STATE — OPEN / CLOSED
3 — NAME — STREET — CITY — STATE — OPEN / CLOSED

HOME: RENT BY MO. / LEASE / OWN — NAME AND ADDRESS OF LANDLORD OR MORTGAGE HOLDER — MO. PYMT. OR RENT — MKT. VAL. IF OWNED — AMT. MORTGAGE

I HEREBY CERTIFY that the above statements are true and accurate, that I have answered all questions in full, and that I understand false or incomplete information will void this application.

SIGNATURE _____ DATE _____

car desired:
make
model
body type
preferred color:
exterior
interior
options:
engine six / eight — tinted glass
automatic transmission — tires ww
power steering — wheel covers
power brakes — vinyl trim
radio AM pushbutton — vinyl roof
air conditioning — contour fr. floor mat
other

24 months / 36 months

I wish to have my care delivered on about

☐ Please order my car now.
A $150.00 security deposit is enclosed to expedite delivery.
(Make checks payable to Teachers Services Corporation.)

☐ Send me information on the car I have selected.

clip here and mail to Teachers Services Corporation, 1156 15th St., N.W., Washington, D.C. 20005

NEA calls for halt to faculty discrimination

NEA has proposed legal machinery aimed at eliminating the spread of racial discrimination among Southern school faculties in the wake of a disclosure that over 5,000 white teachers and administrators were hired while more than 1,000 black educators were dropped over a three-year period.

Equipped with statistics from the federal government indicating that school desegregation has resulted in substantial cutbacks of black teachers and principals, NEA last month filed a friend-of-the-court brief in the U.S. Justice Department's desegregation suit against the state of Georgia.

According to data presented by NEA, black educators—a total of 1,040 since 1968—have been dropped in more than half of the school systems reporting from Alabama, Georgia, Florida, Louisiana, and Mississippi.

In a brief filed in the Fifth Circuit Court of Appeals in New Orleans, NEA seeks extensive changes in the controversial "Singleton decree" in an attempt to protect black educators from being phased out.

According to the Singleton decree, issued by the court in 1969, school systems must apply "reasonable, objective,

(See FACULTY, page 11)

nea reporter

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Ribicoff introduces bill to create Cabinet-level post for education

NEA president and Senator Ribicoff discuss the Cabinet post

NEA President Helen Bain meets with Sen. Abraham A. Ribicoff in his office as he prepares to introduce S 1485, a bill that would create a Cabinet-level Department of Education. Senator Ribicoff has long championed the idea of a separate department.

Sen. Abraham A. Ribicoff has introduced a bill, S 1485, to create a Cabinet-level Department of Education—a bill embodying NEA's top priority for the 92nd Congress.

The Connecticut Democrat said in a floor speech that the department is needed to coordinate programs administered by 29 federal agencies, costing $12 billion a year and affecting more than 64 million full-time students and teachers and many more millions of persons participating in education part-time.

The new Department of Education would absorb the Office of Education, Projects Head Start and Follow Through, the Job Corps, and the educational programs of the Manpower and Development Training Act.

The Ribicoff bill calls for the transfer to the Department of Education of certain education-related programs of the National Science Foundation as well as the educational TV facilities programs of the Department of Health, Education, and Welfare and the college housing program at the Department of Housing and Urban Development.

Other activities the Department of Education would assume would be the schools operated by the Bureau of Indian Affairs, the dependents schools administered by the Defense Department, and the

(See RIBICOFF, page 3)

At press time, 24 cosponsors had joined Sen. Ribicoff: Sens. Burdick (N.D.); Cannon (Nev.); Chiles (Fla.); Eagleton (Mo.); Gravel (Alaska); Harris (Okla.); Hart (Mich.); Hartke (Ind.); Hollings (S.C.); Hughes (Iowa); Humphrey (Minn.); Inouye (Hawaii); Jackson (Wash.); McGee (Wyo.); McGovern (S.D.); McIntyre (N.H.); Metcalf (Mont.); Mondale (Minn.); Montoya (N.M.); Pell (R.I.); Randolph (W. Va.); Schweiker (Pa.); Talmadge (Ga.); and Williams (N.J.).

NEA forms alliance with large organization of public employees

NEA has formed an alliance with the nation's biggest public employee group, the American Federation of State, County, and Municipal Employees. The alliance, announced jointly by NEA and AFSCME last month, is aimed at strengthening the lot of America's 13.5 million federal, state, county, and municipal workers.

AFSCME, affiliated with the AFL-CIO, has 500,000 members. NEA membership exceeds 1 million.

In announcing the alliance, NEA President Helen Bain and AFSCME President Jerry Wurf pointed to the plight of the public employee, including "inequitable" wages, "inadequate" fringe benefits, lack of a voice in decision making, and "illogical and unreasonable legal barriers that deny to him the rights afforded workers in the private sector." The new alliance will have as its purpose to unite the collective power of organizations representing diverse employee groups in the public sector.

The alliance in no way represents a merger. Both organizations retain total independence of action, but will work together on common concerns.

The two presidents stressed that the new alliance is by no means exclusive—other public employee organizations with similar aims will be encouraged to join. The value of such an alliance, they said, is that it would have far greater impact upon the branches of government at all levels than would any public employee organization acting alone.

Executive committees of the two orga-

(See NEA FORMS, page 11)

The American Federation of Teachers, AFL-CIO, said last month it was not informed of the NEA-AFSCME action, which it labeled "a misalliance." AFT President David Selden said he objected to the alliance and would urge other AFL-CIO groups not to join it.

NEA and the American Federation of State, County, and Municipal Employees last month formed an alliance aimed at strengthening the lot of all public employees. At a news conference announcing the alliance (above), AFSCME President Jerry Wurf (right), NEA President Helen Bain (center), and NEA Executive Secretary Sam M. Lambert (left) spoke.

opinion interpretation

This page of the REPORTER is devoted to editorial and interpretive material. Readers' letters, preferably brief, will be considered for publication. Opinions expressed in the REPORTER are not necessarily NEA policy, which is set only by Association resolution.

A Cabinet post: your letters mean action

During the past six years, the united teaching profession has scored significant victories in Congress, notably the enactment and funding of many important programs to support public education. But today we face one of the greatest challenges of all, that of convincing Congress and the Administration that we now must have a separate Cabinet Department of Education.

Education is second to none as a national activity. This year's expenditures for education will be approximately $70 billion, and this huge enterprise will employ some six million members of the nation's labor force.

By the hundreds of thousands, teachers are writing to President Nixon asking him for executive initiative to create this new department. We are telling him that children and the nation need a top-level spokesman for education, a Cabinet-level agency responsive and responsible to the public and Congress—in other words, a strong advocate for the welfare of our schools and the children they serve.

Your NEA Board of Directors and many colleagues throughout the nation have visited with key Congressmen, and the degree of support we found was most encouraging.

Now it's up to Congress to pass a law to create a Cabinet Department of Education. The bills are in the hopper: HR 2356, introduced by Rep. Carl D. Perkins (D-Ky.), and S 1485, by Sen. Abraham A. Ribicoff (D-Conn.), chairman of the Senate Subcommittee on Executive Reorganization and former Secretary of Health, Education, and Welfare.

To pass this legislation, we need the immediate support of every teacher, in the form of personal letters to each of the 100 Senators and 435 constituent Congressmen. This letter-writing campaign will be the third and most important phase of our drive for a Cabinet post. We need to convince Congress that only through passage of this legislation can we bring order to the splintered program of federal education support and move forward to our goal of having the federal government assume at least one-third of the cost of operating our public schools.

People today are writing to Congress as they never have before; thousands of individuals with strong feelings about the issues of the day are making a strong impact on the legislative process by making their views known in Congress. Sen. Lee Metcalf (D-Mont.) once remarked that laws have been passed on the basis of a single, well-written letter. It could be **your** letter that makes the difference in our all-out effort to put education at the top of our national priorities!

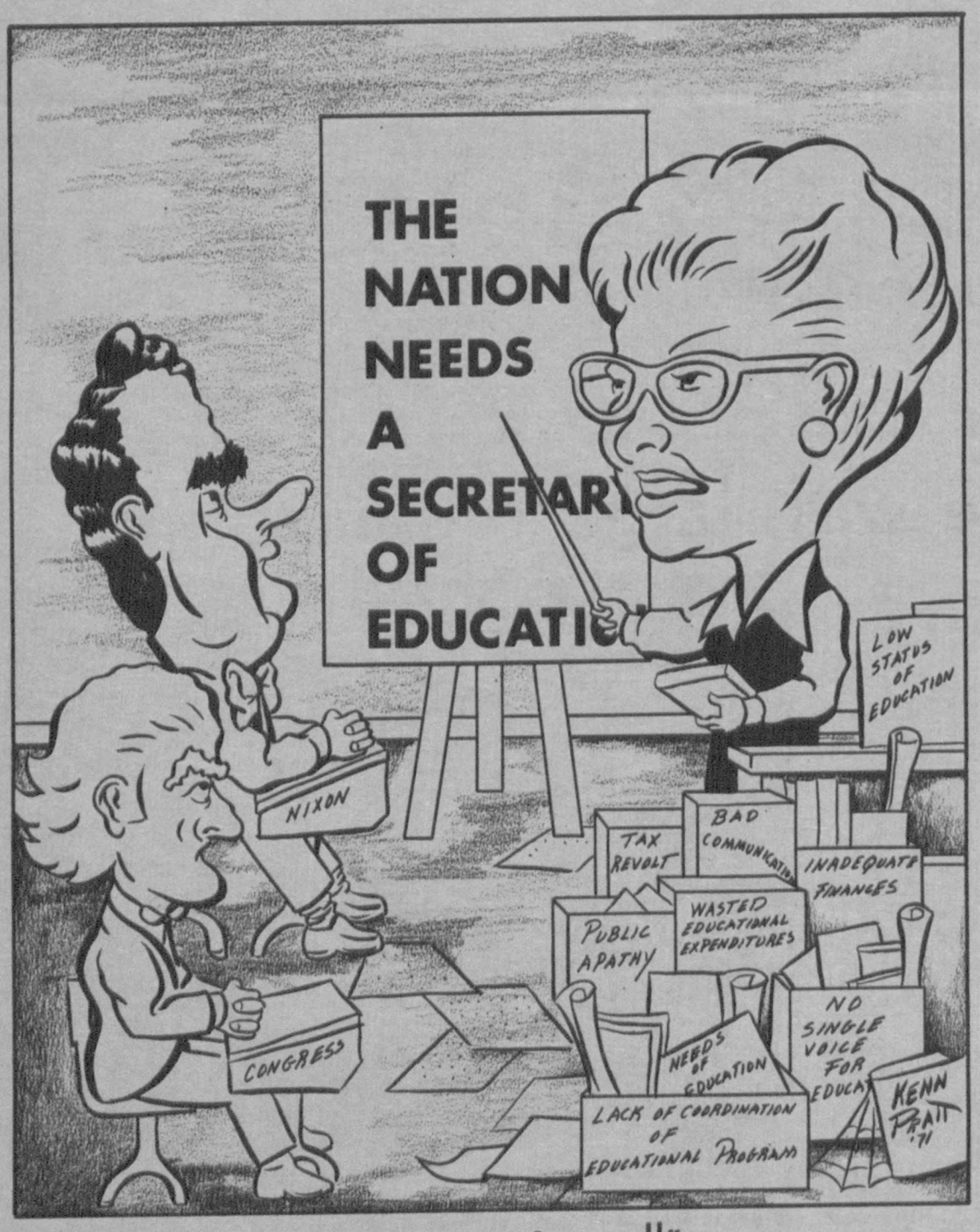
I ask you to write three letters (in case you haven't yet written to President Nixon, please make it four letters and write to him): one to your own Congressman and one to each of your two Senators, telling them from your point of view why you want a Cabinet Department of Education. Ask for their support of the pending legislation. Tell them how the problems in your school could be solved if education received the attention and support it deserves, and if we had a well-coordinated, thoughtfully planned and fully funded federal aid program.

The target date for receipt of these letters is the week of May 12. But take the time now to give careful thought to what you want to say. Hand your written, stamped letter to your building representative so that each member of Congress will receive large numbers of letters during our target period.

When we testify on this legislation, we want every Member of Congress to tell us he has received a great volume of mail on the subject. As we all act together and speak with one voice, the momentum of our program will be tremendous. This creation of the Cabinet post will establish education as a national priority and provide for the beginning of a new and brighter day for the millions of people directly involved in the educational process.

Teachers in America have come a long way politically and legislatively. Your continued action in this priority legislative program is essential and will assure us of success.

—Helen Bain, NEA president



"Now, repeat after me !!"

A letter to President Nixon

The first major effort to secure establishment of a U.S. Cabinet Department of Education was a massive teacher write-in campaign to President Nixon during the week of March 29-April 6.

Following is the text of the letter sent by NEA President Helen Bain:

April 5, 1971
The Honorable Richard M. Nixon
President of the United States
The White House
Washington, D.C. 20500

Dear Mr. President:

Representing more than two million educators of the National Education Association and its affiliated state education associations, I have made numerous efforts to see you in order to discuss our concerns for the status of education in this country. You have yet to reply in any manner to those efforts, so I will rely on this letter to convey those concerns.

We are aware of the fact that serious educational problems are being smothered under concern for health and welfare, and that your proposed reorganization plan would further downgrade the importance of education.

We urge you to establish a Cabinet-level post for education in order that education can be placed first among our national priorities. This department would coordinate our educational activities, and give them a unified direction and greater impact. It would provide for accountability, as well as responsibility, by giving the members of Congress an overview of all educational spending.

I urge you to keep faith with the children of this nation, and establish for them a Department of Education, such as we find in every other country in this world.

Sincerely,
(Mrs.) Helen P. Bain
President
National Education Association

'Ill-conceived attempt'

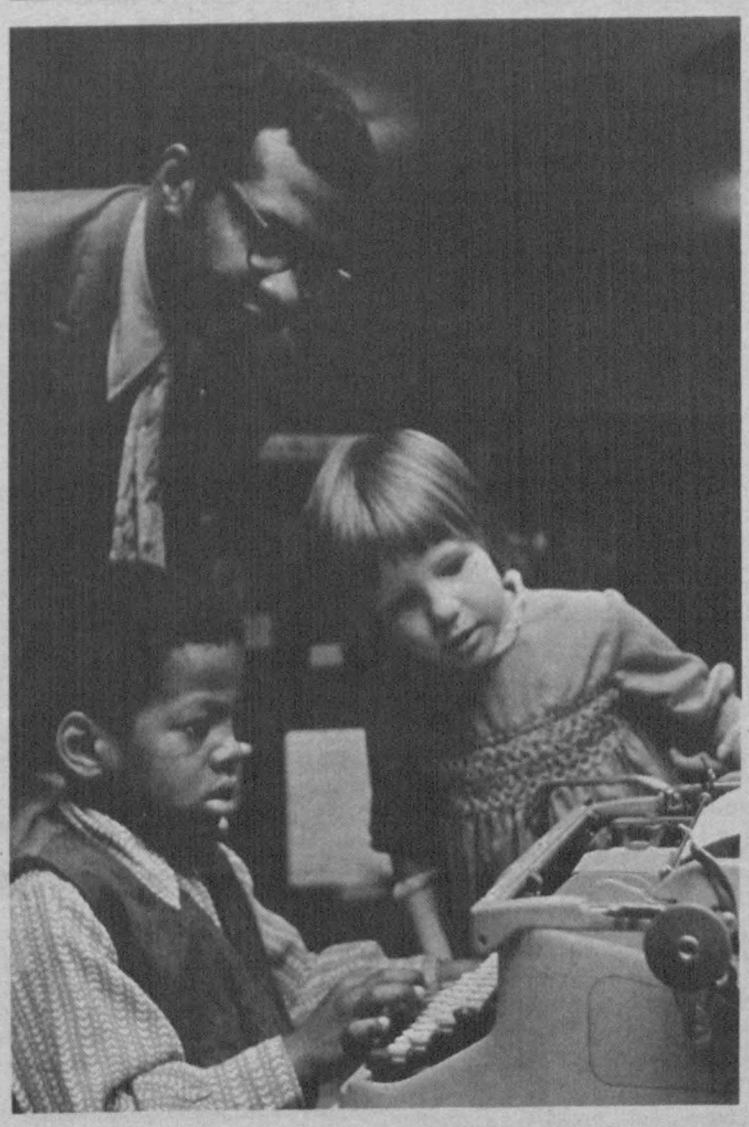
Coalition asks funding halt on voucher plan

A coalition of education interest groups, spearheaded by NEA, has urged Congress to discontinue funding the Office of Economic Opportunity's controversial voucher program until the coalition has assessed its impact on the public schools and the very "institutions and values of American society."

In a joint statement to the House Committee on Education and Labor, the 11-member coalition of education and religious groups this month emphasized its support of the "original goal of OEO—the ending of poverty." But the agency's involvement in the voucher and other so-called experimental programs distorts congressional intent to fight poverty into an "ill-conceived attempt to 'reprivatize' social services" to the poor, the coalition said.

The voucher plan would put government tuition grants directly into the hands of parents who could then send their children to public or private schools of their choice. OEO has said it wants to put $6 to $8 million per year for the next five to eight years into the plan to cover administration and transportation costs, with the bulk of the cost of the voucher stipends or "chits" to be deducted from the local school district's budget.

Meanwhile, John Lumley, NEA consultant, told the committee that educational vouchers threaten to destroy public education in the United States. In a blistering indictment of the voucher plan pushed by OEO, Lumley said vouchers are "an unconstitutional support for nonpublic schools," "will lead to social and racial resegregation," and will enrich "private sector hucksters" who see the OEO programs as a "bonanza."



Demonstration at GRIP seminar

An entire classroom of nongraded five- to eight-year-olds from the Bel Pre Elementary School in Montgomery County, Maryland, was transported to the Mid-Atlantic Grass Roots Involvement Program (GRIP) seminar in Gaithersburg, Maryland, March 11-12. Here Charles Corprew, Jr., of Virginia, regional director of the National Council of Urban Education Associations and a member of the Mid-Atlantic GRIP steering committee, looks on as two children learn to type. In the Bel Pre learning situation a child is self-motivated, self-directed, and eventually takes on his own task of learning.

NEA opposes revenue sharing

NEA went on record this month in opposition to President Nixon's educational revenue sharing measure, which he presented to the Congress on April 6.

Commenting on the Administration proposal, NEA President Helen Bain said:

"NEA opposes the Nixon Administration proposal for educational revenue sharing because it would allow states to bypass the state education agency in allocation of funds to local school districts. It would permit the funding of segregated, all-white private academies in states resisting desegregation of public education. And it would, by repeal and consolidation of many existing programs, limit the spending ceiling for elementary and secondary education to the amount of federal money earmarked by special revenue sharing."

NEA membership tops million

The 1970-71 NEA membership now exceeds 1,025,000, NEA President Helen P. Bain announced this month. Mrs. Bain observed that this is the fourth consecutive year NEA membership has gone over the 1 million mark.

John H. Starie, NEA director of membership, reported that "significant increases in membership in the six states that unified local, state, and NEA membership this year seem to have offset some membership loss resulting from the dues increase."

An increase of nearly 36,000 new members has been reported from Illinois, Iowa, Maine, Mississippi, New Hampshire, and Utah, Starie said.

As of April 1, 17 states show a gain of NEA members over their year-end total on May 31, 1970, the NEA director of membership added.

Applegate is Con Con chairman pro tem; drafting and credentials committees meet

Irvamae V. Applegate of St. Cloud, Minnesota, has been selected as chairman pro tem of the NEA Constitutional Convention. The Steering Committee of Con Con selected Dr. Applegate, a former NEA president, at its March 27-28 meeting in Chicago.

Ellen Logue, chairman of the Steering Committee, stated that she was "pleased to get a person of such fine reputation and achievement" as chairman pro tem.

A native of North Dakota, Dr. Applegate was president of NEA in 1966-67. She has taught junior and senior high school science, English, biology, and other courses. In addition, she has been a guidance director and junior high school principal. She joined the staff at St. Cloud (Minn.) State College in 1956 as supervisor of student teachers, and since 1962 has been dean of the School of Education.

As chairman pro tem of the Constitutional Convention, Dr. Applegate will preside at the July 3 meeting in Detroit until permanent officers are elected. That one-day organizational meeting will take up the seating of Con Con delegates, the adoption of rules, and election of permanent Con Con officers.

Dr. Applegate emphasized the importance of the delegates: "This is probably the most important professional involvement any of the participants will have," she said. "The exploration and development of a design for an organization as important as NEA is a big responsibility. And, it has implications for charting the futures of other professional associations."

The main Con Con sessions will be held at Colorado State University at Fort Collins from July 17 through August 7.

The Drafting Committee of the NEA Constitutional Convention met April 14-18 in Washington, D.C., to draft the proposed document, as required by the enabling act.

The proposed draft, one of many working papers available to the delegates-elect to Con Con, will be published in the May issue of the NEA REPORTER.

In order to insure a "broad-based input," specified in the enabling act, the Drafting Committee has held 11 regional and one centralized open hearings. Input was also received from individuals and groups in the form of letters, reports, and other documents. The Drafting Committee has taken into consideration all input from all sources in the drafting of the proposed document.

According to Gene R. Duckworth, chairman of the Drafting Committee, "written input may still be submitted for consideration by the Constitutional Convention until it convenes on July 3."

Information should be addressed to: Gene R. Duckworth, Chairman, Drafting Committee, Constitutional Convention, at NEA Center.

The Credentials Committee of the Constitutional Convention met April 16-17 in Washington to review the delegations from states and organizations. The committee certified the delegates-elect submitted by each state and the various organizations.

Delegates-elect will retain that designation until they have been seated at the one-day Con Con organizational meeting in Detroit on July 3. All delegates-elect must attend this meeting.

The Con Con Credentials Committee will also adopt rules and procedures by which the delegates-elect will be presented to the Convention on July 3.

RIBICOFF INTRODUCES BILL...

(Continued from page 1)

Graduate School run by the Department of Agriculture.

Senator Ribicoff, a former Secretary of Health, Education, and Welfare, said federal educational policy must be developed for the future, must recognize the impact of non-school influences such as the family and television, and must stimulate educational renewal. To help formulate this policy, the bill establishes within the Department a National Institute of Education to conduct research and development programs to improve methods, techniques, and curricula.

See editorial by NEA President Helen Bain on page 2.

nea reporter

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Helen Bain .....President
Sam M. Lambert Executive Secretary
John D. Sullivan .....Publisher

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Resolutions proposed for 1971 Convention

Editing committee prepares proposed resolutions

The NEA resolutions editing committee met last month to prepare its report on proposed resolutions for action at the 1971 NEA Convention in Detroit. The committee's proposals, which appear in this issue of the REPORTER, will be submitted to the Resolutions Committee in Detroit. Editing committee members (above, left to right) are: Bernard J. Freitag of Pennsylvania; Gladys Perry of Washington; R. Laverne Marcum, *chairman*, of Idaho; Albert A. Bagdonas of Iowa; and O. N. Freeman, Jr., of North Carolina.

The preliminary report on NEA resolutions, beginning on this page, contains changes in several continuing resolutions. R. Laverne Marcum, chairman of the NEA Resolutions Committee, noted that the editing committee is recommending substantial revision of C-46, Minority Participation in Associations, and C-42, Strong Professional Associations, is revised to include women specifically in association recruitment policies.

A new current resolution (71-36) on residency requirements for voting will be recommended to the Resolutions Committee for consideration in Detroit; several other current resolutions have been revised.

"The editing committee urges all members, particularly those who will be delegates to the Detroit Convention, to review the preliminary report," Marcum said. He pointed out that continuing resolutions need not be reconsidered and readopted by the Representative Assembly unless recommended by the Resolutions Committee or unless the Assembly, by a majority, votes to reconsider them.

The proposed resolutions on this and the following pages are subject to change and addition of topics at the Detroit Convention.

Delegates are urged to bring this issue of the NEA REPORTER to the Detroit Convention. The preliminary report of NEA resolutions will not be reproduced widely in any other form.

Unless a resolution is starred, no recommendation for change or addition is made by the editing committee. The full text of last year's resolution **follows** each resolution which is recommended for change.

Preliminary Report

THE RESOLUTIONS OF THE NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

1. CONTINUING RESOLUTIONS

A. Education in America

C-1. Educational Opportunity for All

The National Education Association believes that education should be provided from early childhood through adulthood, be suited to the needs of the individual, be nonsegregated, be offered beyond the traditional school day and school year, be offered at public expense, and be required through the secondary school. The individual also must be free to choose, to supplement, or to substitute education in privately supported nonpublic schools.

C-2. Public Education

The National Education Association believes that solutions to the problems facing public education must preserve and strengthen the priceless heritage of free public educational opportunities for every American.

Free public schools are the cornerstone of our social, economic, and political structure and are of utmost significance in development of our moral, ethical, spiritual, and cultural values. Consequently, the survival of democracy requires that every state maintain a system of free public education and safeguard the education of all.

The public school system is not expendable. Any movement that would diminish this vital asset will be opposed by the Association.

C-3. Schools in Crisis

The National Education Association believes that many schools are in crisis, evidenced by decay, neglect, and continuing deterioration. These schools must be provided with higher than average per pupil financial allocations to increase staff, buildings, and instructional material. Massive financial support is required to provide quality education. Organizational patterns must be developed which effectively involve parents, teachers, and students.

The Association urges its affiliates to initiate programs which strengthen and enhance the education provided by these schools. It believes its affiliates are uniquely able to design programs to inform and assist teachers in such schools. Continuous communication and involvement with community groups are keys to the success of such programs.

The Association directs its officers and staff to design action programs and seek necessary legislation and financial support to improve schools in crisis.

C-4. Desegregation in the Public Schools

The National Education Association believes it is imperative that desegregation of the nation's schools be effected. Policies and guidelines for school desegregation in all parts of the nation must be strengthened and must comply with Brown v. Board of Education, Alexander v. Holmes County Board of Education, Mississippi; other judicial decisions; and with civil rights legislation.

The Association recognizes that acceptable desegregation plans will include a variety of devices such as geographic realignment, pairing of schools, grade pairing, and satellite schools. These arrangements may require that some students be bussed in order to implement desegregation plans which comply with established guidelines adhering to the letter and spirit of the law. The Association urges that all laws of this nation apply equally to all persons without regard to race or geographic location.

The Association will continue to oppose vigorously desegregation plans and practices that result in the systematic displacement or demotion of black principals and teachers. It urges federal agencies charged with approving and enforcing plans to do the same.

The Association believes that educators must have a voice in the decision-making process that involves transfer of educators to achieve racial balance.

B. Professional Competence

C-5. A Competent Educator in Every Professional Position

The National Education Association believes that each educator must have the knowledge and skills necessary to perform his duties based upon a broad general education with depth of preparation in special areas and a commitment to continued learning.

C-6. Evaluation and Subjective Ratings

The National Education Association believes that it is a major responsibility of educators to participate in the evaluation of the quality of their services. To enable educators to meet this responsibility more effectively, the Association calls for continued research and experimentation to develop means of objective evaluation of the performance of all educators, including identification of (a) factors that determine professional competence; (b) factors that determine the effectiveness of competent professionals; (c) methods of evaluating effective professional service; and (d) methods of recognizing effective professional service through self-realization, personal status, and salary.

The Association insists that each educator have access to all items in his personnel file, except privileged communications related to his initial employment, and shall have the right to attach a written response to any item. A procedure shall be established to remove inappropriate or unfounded material from personnel files. A copy of any evaluation report placed in the educator's file must be given to the educator.

The Association further believes that use of subjective methods of evaluating professional performance for the purpose of setting salaries has a deleterious effect on the educational process.

The Association believes that the use of examinations such as the National Teacher Examination is an undesirable method for evaluating educators in service for purposes such as salary, tenure, retention, or promotion. Such examinations should not be used as a condition of employment of an educator when the candidate is a graduate of an institution accredited by the National Council for Accreditation of Teacher Education.

C-7. National Council for Accreditation of Teacher Education

The National Education Association believes in the importance of national accreditation in teacher education and supports the National Council for Accreditation of Teacher Education as the single national agency to perform this function.

The National Council should remain broadly representative of the teaching profession, and the various branches of the profession should be included on the Council and on its committees and visiting teams.

C-8. Paraprofessional and Auxiliary Personnel

The National Education Association urges local school systems to provide classroom teachers with a supportive staff who will free the teacher from certain nonteaching and routine duties so that he can perform more successfully the primary task of teaching each child. The Association also urges its affiliates and local school systems to become involved in the recruitment, orientation, and training of paraprofessional and auxiliary personnel.

The Association calls upon its local affiliates to resist efforts by school boards to use the employment of paraprofessional and auxiliary personnel as an excuse to increase class size.

C. Educational Programs Adapted to Individual and Social Needs

C-9. Physical Environment for Learning

The National Education Association believes that the physical environment for learning must keep pace with the growth in the number of students and the changes in methods of teaching and of presenting instructional materials. Schools must be safe, healthful, and attractive. Instructional space must be flexible. Instructional materials and equipment must be provided in sufficient variety to serve all students.

C-10. Improvement of Instruction

The National Education Association believes that a prime responsibility of professional associations is to stimulate significant improvements in the quality of instruction. Much of the responsibility to make educational changes should lie with the teachers through their influence and involvement in democratic decision making in and out of the school.

The Association urges local affiliates to involve members and those affected in the development and implementation of programs for instructional improvement, curriculum development, and individualization of instruction relevant to the needs of the students.

The Association recommends that professional educators enter into active collaboration with research and development specialists, both in regional educational laboratories and in industry, to promote technology's potential contribution to education by guiding the development of technology in the most educationally sound directions. It encourages school systems to establish learning materials centers.

The Association further recommends that the profession, in cooperation with other interested groups, establish standards of quality that will prevent the distribution and use of inappropriate products.

C-11. Selection of Materials

The National Education Association believes that decisions on which school learning experiences will develop a student's talents are best met by a teacher who knows the learner. Teaching quality depends on freedom to make such decisions. Teachers must select instructional materials without censorship. Challenges of the choice of instructional materials must be orderly and objective, under procedures mutually adopted by professional associations and school boards.

C-12. Cultural Diversity in Instructional Materials

The National Education Association believes that basic educational materials should portray our cultural diversity and the contributions of minority groups.

The Association recognizes that additional instructional materials chosen for classrooms and libraries may rightfully contain a number of biases to allow students to become familiar with the attitude and recommendations from various segments of the literary world.

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C-13. Bilingual Education

The National Education Association urges and will support its members and affiliates in seeking repeal of state laws prohibiting the teaching of subjects (other than foreign languages) in any language but English. The Association further urges the enactment of legislation that will provide necessary funds to develop and provide teaching material appropriate for students to whom English must be taught as a second language.

***C-14. Mental and Emotional Health of Children**

The National Education Association recognizes that the total environment, including home, school, and community, affects the mental and emotional health of children.

The Association believes that a wholesome environment is essential for the proper growth of children. It urges its affiliates to support programs which would—

a. Strengthen and improve the enforcement of child abuse laws.

b. Promote educational programs for parents to improve the home atmosphere.

c. Improve teacher and administrator understanding of child growth and development to ensure the provision of an emotional climate in the school conducive to good mental health.

d. Provide special preventative services in the school to detect impending difficulties early.

e. Provide comprehensive community mental health facilities for the treatment of children and adults.

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e. Provide comprehensive community mental health facilities for the treatment of children and adults.

f. Involve educators in the problems of local housing which may have an adverse impact on the total education of American youth.

C-15. Guidance in Elementary Schools

The National Education Association urges that guidance programs, including counseling and psychological services, be increased, and established where they do not now exist, in all elementary schools.

***C-16. Conversion to the Metric System**

The National Education Association believes that a carefully planned effort to convert to the metric system is essential to the future of American industrial and technological development and to the evolution of effective world communication. It supports federal legislation that would facilitate such a conversion.

The Association declares that teachers of all grades should teach the metric system as the primary system of weights and measures of the United States.

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The Association declares that, commencing with the 1971-72 school year, teachers of all grades should teach the metric system as the primary system of weights and measures of the United States.

C-17. Moral and Ethical Values

The National Education Association believes that an understanding of the American heritage and the traditional values of the American way of life is a primary goal of teaching and learning in the public schools.

The Association recommends that all educators emphasize, through their professional activities inside and outside the classroom, the application of our moral and ethical values.

The Association also urges that schools make every effort to develop in school-age citizens, through curriculum, programs, and activities, a capacity for moral judgment and a sense of responsibility in both the public and the private spheres.

C-18. Human Relations Day

The National Education Association believes that the attention of the people of the nation should be focused on the importance of human relations during special activities at least one day each year. It recommends that state associations urge their governors to proclaim January 15 as "Human Relations Day," in memory of Dr. Martin Luther King, Jr. The Association calls upon the President of the United States to proclaim January 15 a national holiday. The Association encourages its affiliates and all school systems to plan observances on this date that will promote goodwill among men.

D. Financial Support

C-19. Basic Financial Support

The National Education Association believes that public education should be supported from public tax sources to ensure that each citizen have an educational program for the highest level he is capable of achieving.

The Association also believes the tax systems of the federal, state, and local governments should share equitably in supporting public schools. Special apportionments of federal and state funds should be provided to encourge experimentation and promote improvements in educational practice.

The total impact of the tax systems supporting public schools should be proportionate to the ability of the taxpayers to pay without undue hardship on any one group. No one tax should bear a disproportionate share of the cost. Outmoded and restrictive tax rate and indebtedness limitations must be removed. Local boards of education must be fiscally independent. The tax systems should be continually reviewed to ensure an equitable distribution among individual taxpayers, among public school systems, and among levels of government.

C-20. Federal Support of Public Education

The National Education Association seeks federal support of public education in line with the following principles:

a. That federal programs comply with current civil rights statutes and judicial decisions.

b. That there be substantial general federal support of the whole of public education.

c. That present federal programs of specific aids be continued, expanded, and improved by consolidation and simplification of administration, and modified so that all federal monies for elementary and secondary education, educational goods and services, either direct or indirect, shall be expended solely for the support of public schools. The federal government must be responsible for the added costs of educating youth whose presence in the local district is due to federally connected jobs or programs.

d. That further expansion of federal support to education be general in nature, and that these funds be allocated without federal control for expenditure and suballocation by state education agencies.

e. That the amount of aid be generally predictable for long-range planning and specifically predictable for year-to-year planning.

f. That legislation be consistent with the constitutional provision respecting an establishment of religion and with the tradition of separation of church and state, with no diversion of federal funds, goods, or services to nonpublic elementary and secondary schools.

g. That the legislation contain provision for judicial review as to its constitutionality.

h. That all federally supported educational programs, including those now assigned to other federal agencies (except those programs designed to train armed forces personnel), be administered by the U.S. Office of Education.

i. That where federal funds are presently provided to K-12 nonpublic schools, these funds be discontinued; however, until such funds are discontinued, these funds shall be controlled by public education agencies and be limited to tuition-free schools that meet all standards required of public schools. (This is not intended to apply to federal school lunch and milk programs.)

C-21. Professional Salaries

The National Education Association believes that the salary policy of any school system should be based on clearly defined factors which are applicable to salaries for all professional services including summer school, after-school activities, federally supported programs, and research and writing assignments. Teachers shall not be required to perform extra duties within the school day. No professional group should be overlooked in the establishment of such policies.

The Association believes that salary scales for principals, other building supervisors, and central-office administrators should be related to the salary schedule for teachers by ratios which reflect differences in assigned responsibilities and length of contract year. Said ratios should be developed and applied in such manner as to grant equal salary differentials for equal amount of advanced preparation.

The Association believes that a professional salary schedule for teachers should—

a. Be based upon preparation, teaching experience, and professional growth.

b. Have structural continuity through the use of an index or percentage guide.

c. Be revised by methods that prevent deterioration in the ratios of maximum salaries, experience increments, and preparational differentials.

d. Provide scheduled minimum salaries which are competitive with beginning salaries paid to college graduates entering business and industry.

e. Provide a differential of 15 percent or more between the scheduled minimum salaries for the bachelor's degree and master's degree scales.

f. Have automatic annual increments for experience which are in no case less than 7 percent of the bachelor's degree minimum.

g. Provide for doubling the bachelor's degree minimum in the master's degree class and for advancing at least to a ratio of 2.5 times the bachelor's degree minimum with advanced preparation beyond the master's degree class.

h. Establish salary credit for intermediate preparation levels between full-year classes to encourage academic advancement beyond the bachelor's degree.

i. Permit no discrimination as to grade or subject taught, residence, creed, race, sex, marital status, or number of dependents.

j. Place newly appointed teachers on step according to their teaching experience, allowing full credit for all previous service outside the district.

k. Be applied in actual practice in an equitable manner so that teachers are not penalized in changing assignments.

l. Be developed through the process of professional negotiation.

C-22. Salaries in Higher Education

The National Education Association urges substantial increases in salaries of faculties in institutions of higher education. Institutions of higher education must offer salaries sufficient to attract and retain faculty members of academic excellence.

C-23. Tax Deductions for Professional Expenses

The National Education Association believes that educators must continuously develop professionally and that expenses incurred to do so are professional expenses and must be uniformly deductible from gross income in the computation of federal and state income taxes. Included in such deductible expenses are those incurred on sabbatical leave or for educational travel when they satisfy employers' requirements for the maintenance and improvement of teaching skills.

The Association calls upon the Internal Revenue Service to apply these regulations uniformly and equitably in all of its districts.

C-24. Teacher Retirement and Social Security

The National Education Association believes that properly planned and soundly financed retirement systems are essential. Benefits should be at least 50 percent of the average of the highest 3 years of salary after 20 years of service. Full vesting should be provided after not more than 5 years of creditable service. Contributions by educators to retirement systems should be on a tax-deferred basis.

If retirement systems are supplemented by participation in the federal Social Security program, such participation should be wholly in addition to, and not in place of, retirement benefits previously guaranteed by law; must be without impairment of the financial soundness of the existing system; and must be approved in advance by a majority of the active members of the existing system.

The Association will seek federal laws to effect cost-of-living increases in national retirement benefits and urges its affiliates to seek such benefits from state legislatures and state teacher retirement systems.

The Association supports the principle of eligibility of teachers for Part A of Medicare and seeks legislation to effect it.

The Association calls upon its affiliates to join with it to develop guidelines for programs of preretirement counseling for members.

E. Organizational and Administrative Services

C-25. United States Department of Education

The National Education Association urges the establishment of a cabinet-level U.S. Department of Education.

C-26. Decentralization in Large Cities

The National Education Association believes that the educational decision-making process must be as close as possible to the citizens and professional staffs directly served by, or involved in, local communities within the cities and recommends decentralization in large cities.

The Association endorses the concept of elected boards of education within large cities. The appropriate delineation of authority and power between a central city board of education and the community boards within the city is a critical factor in ensuring the success of decentralization. Such delineation will inevitably vary from city to city based upon local circumstances, custom, state law, immediate needs, and historical precedent. Precedent and custom, however, must not be allowed to stand in the way of establishing smaller and more viable units of school governance and administration which will make large city schools more responsive and accountable to the various groups they must serve.

The Association also believes that elected community boards of education must possess clearly defined authority in the areas of curriculum, educational materials, school program, and personnel, with negotiation rights and procedural due process guarantees for the educators of the city.

C-27. Time To Teach

The National Education Association believes that "time to teach" refers not only to those hours during which an educator is actually teaching but also applies to those conditions that contribute to the student-teacher relationship. These include a reasonable, carefully defined work load, including time for planning and elimination of the noninstructional tasks required of a teacher.

Class size must be adjusted to the particular learning process involved to allow individual attention to each pupil when that is the required mode of instruction. The ratio of the professional personnel serving students should be at least 60 professional staff members per

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1,000 students, not including paraprofessionals.

F. Employment Practices and Standards

C-28. Written Personnel Policies

The National Education Association insists that personnel policies be written and be developed cooperatively by local associations and boards of education where they are, at present, not subject to the negotiation process.

C-29. Nondiscriminatory Personnel Policies

The National Education Association believes that the criteria for evaluating educators for employment, retention, payment, or promotion are professional competence, successful experience, and ethical practice. Local affiliates must secure and enforce personnel policies and practices that guarantee that no person will be employed, retained, paid, or dismissed because of his race, national origin, religious affiliation, or sex.

C-30. Housing for Educators

The National Education Association believes that all educators should be free to reside in the communities of their choice. Local affiliates should lead in breaking down barriers that limit this freedom.

C-31. Equality of Opportunity for Women

The National Education Association insists that all educators, regardless of sex, who are qualified be given equal consideration for any assignment by boards of education. Local affiliates are urged to launch a program to remove existing discriminatory practices against women.

C-32. Professional Negotiation and Grievance Procedures

The National Education Association believes that local associations and school boards must negotiate written master contracts. Such contracts shall result from negotiation in good faith between associations and school boards, through representatives of their choosing, to establish, maintain, protect, and improve terms and conditions for professional service and other matters of mutual concern, including a provision for financial responsibility.

The Association encourages local affiliates to see that teachers are guaranteed a realistic opportunity for decisive participation in the establishment of instructional policies. Procedures for the resolution of impasse must be included. Grievance procedures shall be provided in the master contract with definite steps to appeal the application or interpretation of school board policies and agreements. Binding arbitration shall be a part of the grievance procedure.

Those representing local affiliates in the negotiation process shall be granted released time without loss of pay.

Faculty and building level administrators, in order to preserve professional relationships within school staffs, should not be negotiators for school boards. The Association recommends establishment of personnel offices at the central administrative levels to represent school boards in negotiation.

The Association urges the extension of the rights of professional negotiation to the faculties of institutions of higher education.

The Association urges its members and affiliates to seek state legislation that clearly and firmly mandates the adoption of professional negotiation agreements.

The Association will cooperate with its affiliates to encourage new teachers to accept initial employment in those areas or districts where master contracts have been negotiated with the professional organization.

Members of the profession should be involved in the recruitment, appointment, orientation, evaluation, transfer, promotion, and dismissal of all professional personnel.

The rights and privileges of all teachers should always be respected regardless of what organization has sole negotiation rights.

C-33. Fringe Benefits

The National Education Association believes that to attract and retain competent staff, school systems must provide fringe benefits comparable to those of other professional and occupations requiring similar preparation and responsibility. These programs should include the items recommended in the Association's guidelines for fringe benefits.

C-34. Educators and National Service

The National Education Association urges that the Selective Service System delay to the end of the school year the induction of any educator who is drafted during the year.

An educator whose career is interrupted because he is drafted, or called to active service by the National Guard or the reserves, or who volunteers to fulfill his military obligation, should be guaranteed reemployment and other benefits that would accrue if he continued in a position with the school system, such as continued tenure, salary increments, and service credit toward retirement.

G. Professional Autonomy and Freedom

C-35. Professional Autonomy

The National Education Association believes that the profession must govern itself. Members of the profession, through professional standards boards and professional practices commissions, must set and enforce standards of license, practice, ethics, and competence.

C-36. Continuing Employment and Fair Dismissal Practices

The National Education Association believes that laws in each state must provide for the continuing employment of educators.

The Association also believes that provisions in state laws and master contracts must afford educators, before demotion, dismissal, or nonrenewal of contract for good and just cause the following:

a. Timely and adequate notice of hearing, including a statement of charges.

b. A fair hearing with opportunity to confront and cross-examine witnesses and to present argument and evidence in defense.

c. Representation by legal counsel.

d. A decision based upon the evidence adduced at the hearing, with a statement of the reasons for the decision and evidence relied upon by an impartial decision maker.

The Association urges its affiliates to seek the inclusion of these provisions in state laws and master contracts and will support its affiliates in such efforts.

C-37. Academic Freedom

The National Education Association believes that academic and professional freedom is essential to the teaching profession. Controversial issues should be a part of instructional programs when judgment of the professional staff deems the issues appropriate to the curriculum and to the maturity level of the student. Academic freedom is the right of the learner and his teachers to explore, present, and discuss divergent points of view in the quest for knowledge and truth.

Professional freedom includes the teacher's right to evaluate, to criticize, and to advocate his personal point of view concerning the policies and programs of the schools. The teacher also has the right to assist colleagues when their academic or professional freedom is violated.

H. Active Participation in Public Policy Making

C-38. Public Understanding

The National Education Association believes that professional associations must promote public understanding of education and encourge wide public and parental participation in solving education's problems.

The Association also believes that there must be an interested, informed, and nonpartisan board of education in each school district, which also has a responsibility to promote public understanding of the schools.

C-39. Civil Rights

The National Education Association believes in and is committed to achieving a racially integrated society and calls upon Americans to eliminate by statute and practice barriers of race, national origin, religion, sex, and economic status that prevent some citizens from exercising rights that are enjoyed by others, including liberties defined in common law, the Constitution, and statutes of the United States. All individuals must have access to public education, to the voting booth, and to other services that are provided at public expense that will make them effective citizens. All individuals must be trained and aided in developing strategies and expertise that will enable them to operate effectively in determining their future.

C-40. The Educator as a Citizen

The National Education Association believes that every educator has the right and obligation to be an informed and politically active citizen. It urges local affiliates to seek written school board policies to guarantee educators their political rights, including registering and voting, participating in party organizations, performing jury duty, discussing political issues publicly, campaigning for candidates, contributing to campaigns of candidates, lobbying, organizing political action groups, and running for and serving in public office. Provisions should be made to enable educators to serve in public office without personal loss and without curtailment of annual increments. tenure, retirement, or seniority rights.

Major decisions affecting schools are made by elected officials or their appointees. Therefore, the Association believes that it is the duty and responsibility of educators to involve themselves in the selection, election, and reelection of qualified, committed candidates who support the established goals that will provide quality education.

C-41. Mass Media

The National Education Association recognizes the total educative effect of the communications media whose obligation should be to provide full, constructive, and accurate presentations. It notes the progress that is being made to improve such programs and materials.

The Association recommends that educators, in cooperation with parents and others concerned, seek to influence the policies followed by the mass media and, at the same time, help children to become intelligently critical viewers, listeners, and readers.

I. Professional Associations

*C-42. Strong Professional Associations

The National Education Association and its state and local affiliates must enroll all eligible educators to provide a coordinated program of services to teachers and schools and make the profession's influence felt in the community, state, and nation. The Association believes that members should be compensated while serving as elected officers. Members must observe and professional associations must enforce the Code of Ethics of the Education Profession.

The Association supports and encourages the Student National Education Association and the Future Teachers of America.

Associations at all levels must be sufficiently staffed and financed to assist members to implement the goals and policies that they set.

Associations at all levels shall establish and maintain nondiscriminatory personnel policies for their employees; adopt recruitment policies to ensure the employment of women and representatives of cultural and ethnic groups at all levels of staff responsibility; provide staff participation in establishing written personnel policies; and extend the rights of professional negotiation to all staff members.

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C-43. Defense of Educators

The National Education Association will support any educator or class of educators whose professional or political status or rights have been menaced or unfairly restricted. Where legal and other restrictions prevent educators from exercising these rights, the Association will support state and local affiliates' efforts to remove such restrictions.

The Representative Assembly calls upon the Executive Committee and the DuShane Advisory and Administrative Committees to continue their unlimited support to educators in retaining their positions when threatened with transfers, demotions, dismissals, and being passed over for promotion based on race.

The Association deplores and condemns any practice where as a result of desegregation of school systems black educators are dismissed, demoted, misassigned, or not rehired based on race.

The Representative Assembly mandates that any school official or school system practicing discrimination against any employee based on race shall be censured by the National Education Association. The Assembly calls upon the Department of Health, Education, and Welfare to enforce the guidelines governing this subject.

C-44. Representation on Bodies of the Association

The National Education Association shall be represented by a majority of classroom teachers on each of its appointive bodies that are intended to be generally representative of the interests of educators. In selecting persons to serve, the President or the Executive Committee shall, as terms expire, raise classroom teacher representation to at least 75 percent.

The Association shall also, as vacancies occur, include at least one member of a minority group on each of its appointive bodies.

C-45. Organizations of Other Nations

The National Education Association believes that a strong international community of educators is necessary to promote international understanding and to defend the interests of the teaching profession in all countries. The Association actively supports the World Confederation of Organizations of the Teaching Profession and will continue to cooperate with professional education organizations of other nations.

*C-46. Membership Participation in Associations

The National Education Association believes that every educator has the right and obligation to participate fully in the professional association. At every level of the united profession constitutional guarantees should (a) provide each member the same opportunity to hold office or otherwise serve in elected or appointed capacities and (b) provide each member due process to resolve grievances resulting from association practices.

1. Minority Concerns

The Association and its affiliates shall provide constitutional guarantees for at least proportionate minority membership in every phase of governance. Minority positions so established must be elected by the minority group(s) represented. Operational guarantees shall provide for at least proportionate minority representation in staff positions and program development.

The Association urges its affiliates to establish units to promote minority group in-

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volvement in the united profession.

2. Evaluation of Merged Associations

The Association recognizes the need to evaluate the extent to which adopted merger agreements are implemented. Such evaluations should be made using the evaluative criteria established by the Executive Committee including the following:

a. There is compliance with the terms of the merger agreement, in fact and in spirit.

b. There is a procedure available that assures members an effective means to resolve grievances.

c. There is a process that ensures that the unique contributions, history, and flavor of each former organization be retained and be visible in the new, merged association.

It directs the Executive Committee to cause a systematic evaluation of state and local merger agreements and to report its findings to the Representative Assembly. Evaluations must be conducted at least every 2 years until 1980 or until the Executive Committee recommends that they be discontinued.

C-46. Minority Participation in Associations

The National Education Association believes that every educator has the right and obligation to participate fully in the professional association of his choice in any community or state. The right shall not be denied by constitution or practice on racial grounds. Association units shall not allocate Association funds for or arrange or engage in any activity, program, meeting, or conference in which the participation of members of minority groups is in any manner impeded.

1. Opportunities for Minorities in Associations

The Association's affiliates shall provide avenues for full and complete participation by all members. Members of minority groups should have positions on committees, opportunity to attain leadership, and the right to represent their local and state associations. Each affiliate shall adopt policies, constitutional procedures, and structures through which minority groups can express and resolve grievances arising from association practices.

The Association strongly recommends that the evaluative criteria established by the Executive Committee for merged associations be accepted and implemented by all its other affiliates to ensure minority participation.

2. Merged State and Local Affiliates

The Association recognizes in merged associations that much remains to be done to bring legalisms to life. It directs the Executive Committee to conduct periodically a systematic evaluation of the implementation of the merger agreements and report its findings to the Representative Assembly. Evaluations must be conducted at least every two years until 1980 or until the Executive Committee recommends that they be discontinued. Among the criteria for evaluation to be established by the Executive Committee are these:

a. There is compliance with the terms of the merger agreement.

b. There is a procedure available that assures members an effective means to resolve grievances.

c. There is a process that ensures that the unique contributions, history, and flavor of each former organization be retained and be visible in the new, merged association.

The Association directs merged state affiliates to report periodically to the NEA Executive Committee on the status of merged local affiliates and recommends that the evaluative criteria established by the Executive Committee for state affiliates be used in evaluating local mergers.

C-47. Professional Sanctions

The National Education Association believes that, when other means for preventing unethical or arbitrary policies or practices that have a deleterious effect on the welfare of the school have been exhausted, professional sanctions should be invoked. Guidelines that define, organize, and definitely specify procedural steps for invoking sanctions by the teaching profession have been devised. Similar procedural guidelines should continue to be developed for the lifting of sanctions. State and local affiliates and their members should familiarize themselves with these guidelines and with the circumstances in which they are applicable.

The Association calls upon its officers, commissions, committees, staff, and affiliated state associations to apply these guidelines where appropriate and, through the experience of use, continuously to improve them.

The Association urges all boards of education to make provision in their employment practices to accept, without prejudice, applications from individuals from school systems where sanctions or other means of protest are being, or have been, used and to give equal and unbiased consideration of such applicants, when fully qualified, for the position under consideration.

The Association urges all institutions of higher learning to refrain from assigning student teachers for their preteaching experience in any school system under state or national sanction.

***C-48. Withdrawal of Services**

The National Education Association recognizes that in some school systems the deplorable conditions in education have brought about crises.

The Association recommends several procedures to be used in resolutions of impasse. They are mediation, fact-finding, arbitration, and political action. The Association believes that these procedures should make the strike unnecessary and recommends that every effort be made to avoid a strike as a procedure for the resolution of impasse.

The Association realizes that teachers may have no choice but to resort to a withdrawal of services as the only means of attracting public attention to, and correcting conditions in, situations (a) where conditions make it impossible for teachers to provide quality education, (b) where solutions have been proposed but have not been conscientiously explored, and (c) where solutions have been proposed but not consummated. The Association supports efforts by local and state associations to obtain repeal of state laws that prohibit withdrawal of services.

The Association denounces the staffing of schools with untrained, unqualified, or noncertificated persons at any time and especially at a time when teachers withdraw their services in an effort to establish conditions that will make it possible to provide high quality education.

The Association reminds its affiliates that seek aid in times of crises that the Association should be involved at the earliest possible time.

At the outset of withdrawal of services, or where schools remain open during a withdrawal of services, administrative and supervisory personnel may remain within the schools or take other precautions to provide for the safety of students and the protection of property. However, during the withdrawal of services by a recognized professional organization, no attempt shall be made by any member of the profession in the affected school system to provide for an instructional program. School boards should officially close schools when work stoppage is declared by the recognized professional organization. Schools should remain closed during the period of withdrawal of services.

The Association directs its officers and staff to develop guidelines on the role of supervisory and administrative personnel when a withdrawal of services occurs.

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II. CURRENT RESOLUTIONS

***71-1. Unified Professional Membership**

The National Education Association urges its affiliates to complete unification, so that each member will be provided coordinated support and services from all levels of the organized profession.

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The National Education Association urges its affiliates to complete unification by 1970-71, so that each member will be provided coordinated support and services from all levels of the organized profession.

71-2. Salary Goals

The National Education Association insists that salaries of educators compare favorably with income in other professions and occupations of comparable preparation and responsibility. A salary schedule should provide a starting salary of $12,500 for a qualified beginning teacher with a bachelor's degree. Advancement to $25,000 with a master's degree and to $30,000 or more with two years' advanced preperation beyond the master's degree should be attainable in no more than 10 years.

The Association urges its affiliates to seek repeal of laws limiting maximum salaries for educators.

71-3. Exchange Teachers' Salaries

The National Education Association believes that the exchange of teachers between the United States and foreign countries is in the national interest and is essential to international understanding.

The Association recognizes that foreign teachers, compensated only by their own governmental agencies at levels considerably below those of the American schools, find it extremely difficult to meet the higher costs of living in this country, and that many must depend upon contributions to achieve even a low standard of living while in the United States.

The Association urges that the federal government provide funds to guarantee that exchange teachers receive compensation while serving in the United States in an amount at least equal to the average salary of the state or school district, whichever is greater.

***71-4. Differentiated Staffing**

The National Education Association believes that any design for differentiating staff, to be successful, (a) must directly involve classroom teachers and local associations from the initial stages of development through implementation and evaluation, (b) must clearly define roles and responsibilities of certificated and noncertificated staff so that the teaching process is in the hands of certificated staff, and (c) must keep the community informed and seek its cooperation to promote understanding of the program.

The Association urges its local affiliates to be certain that funding be based on the Association's principles of salary scheduling and not include the characteristics of a merit pay plan for teachers.

70-4. Differentiated Staffing

The National Education Association recognizes many innovations designed to further the educational opportunities of children. One concept which purports to hold such promise and to provide for a better utilization of teacher time and talents is differentiated staffing. The Association believes that this concept must be carefully scrutinized and any plan for differentiated staffing be viable, flexible, and adaptable to keep pace with changing conditions in the schools and society.

The Association insists that any design for differentiated staff, to be successful, (a) must meaningfully involve classroom teachers and the local associations from the initial stages of development through implementation and evaluation, (b) must clearly define roles and responsibilities of certificated and noncertificated staff so that the actual process of teaching rests in hands of individauls having sound educational preparation, and (c) must keep the community informed and seek its cooperation in order to prevent misunderstanding of the educational values to be gained from differentiated staffing.

Available funds must be sufficient both to assure maintenance of manageable loads and to guarantee remuneration for all staff—auxiliary personnel, teachers, and administrators—based upon well-grounded criteria and not bearing the characteristics of a merit pay plan for teachers.

The Association urges its local affiliates immediately to initiate in-depth studies of the many ramifications of differentiated staffing. Local affiliates should prepare to act in full partnership and shall be accepted as full partners with their administrations in the consideration, design, authorization, implementation, evaluation, and continuation of any plan for differentiated staffing. Any plan not so designed, implemented, and evaluated should be rejected.

***71-5. Performance Contracting**

The National Education Association believes the most critical element in the education of children is the teacher. The Association recognizes that the performance contract may be a vehicle to introduce instructional and managerial changes into schools.

Performance contracts currently in effect are subject to potentially serious abuses and limitations that are not in the best interest of students, teachers, and the public.

The Association urges its affiliates to reject any performance contract in which educators are not involved, through local associations, at all stages of the contractual agreement from initial planning through final evaluation.

70-5. Evaluation of School Programs

The National Education Association believes the expertise of professional educators is essential when school programs are evaluated.

The Association recommends that local and state education agencies resist school evaluations by nonprofessional personnel, such as those being conducted under contract between the Department of Health, Education, and Welfare and private profit-making firms.

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Proposed NEA resolutions for 1971

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71-6. Family Life and Sex Education

The National Education Association believes that sex education that provides children and youth with information appropriate to their age is basic to healthy, well-adjusted mental attitudes. It also believes that the public school must assume an increasingly important role in providing this instruction and that teachers must be qualified to teach in this area.

The Association urges that courses in sex education be developed with care and that classroom teachers who teach the courses be legally protected from irresponsible censorship.

The Association calls upon individual teachers and local associations to cooperate with school administrators and school boards in establishing sex education programs as an integral part of the school curriculum and to work with parents to maintain harmonious school-community relations.

71-7. A Nation Under Law

The National Education Association believes that civil order and obedience to the law must be ensured in every community and school, without abridging human and civil rights. These rights must be protected by judicial procedures that ensure speedy and equal justice under law to all citizens with free legal counsel for the poor and destitute.

71-8. Retirement and Teacher Mobility

The National Education Association urges the enactment of federal and state legislation to enable those who have taught in two or more states, or in the Overseas Dependent School System or other government schools overseas, to receive retirement benefits substantially the same as they would receive if they retired after a career in one state.

The elements of a joint federal-state program are—

a. Agreement by participating states to provide full vesting of retirement rights after no more than 5 years of service

b. Agreement by participating states to accept up to 10 years of out-of-state service, not vested elsewhere, the employee to pay his share of costs and the state and federal governments to pay the employer's share

c. Payment from federal funds to supplement deferred retirement benefits paid to mobile teachers to increase them to a level substantially equivalent to benefits provided nonmobile teachers with comparable years of service.

The Association and its affiliates must move at once to secure the enactment of the necessary state and federal legislation.

71-9. NEA Retirement Program

The National Education Association believes the basic retirement system for educators is and should be the statutory retirement system, and that this should be the primary vehicle for providing retirement benefits to educators. However, the Association should provide a retirement program available to its local affiliates which negotiate supplemental benefits.

71-10. Termination of Social Security Coverage

The National Education Association urges that federal legislation be enacted to require governmental employers to notify their employees at the time notice is given to the Department of Health, Education, and Welfare to terminate Social Security coverage of their employees. The legislation should also provide a method to permit governmental employers who have terminated Social Security coverage to provide it again for their employees.

71-11. Federal Impacted Aid

The National Education Association is especially concerned about inadequate funding to maintain quality education for children in school districts impacted by federal activities and installations. A financial crisis exists in many impacted areas because of insufficient, temporary, year-to-year appropriations.

The Association directs its officers and staff to obtain a permanent solution to the severe financial problems of the federally impacted school districts.

71-12. Student Involvement

The National Education Association believes that genuine student involvement requires responsible student action which is possible if students are guaranteed certain basic rights, among which are the following: the right to free inquiry and expression; the right to due process; the right to freedom of association; the right to freedom of peaceful assembly and petition; the right to participate in the governance of the school, college, and university; the right to freedom from discrimination; and the right to equal educational opportunity.

71-13. Voucher Plans

The National Education Association believes that the so-called "voucher plan" under which education is financed by federal or state grants to parents could lead to racial, economic, and social isolation of children and weaken or destroy the public school system.

The Association urges the enactment of federal and state legislation prohibiting the establishment of such plans and calls upon its affiliates to seek from members of Congress and state legislatures support for this legislation.

71-14. International Education

The National Education Association believes that international education is and has been an important part of American education. The International Education Act of 1966 is designed to improve international education and must be fully funded, implemented, and extended.

The Association urges institutions of higher education to participate in programs under the Act. It also encourages its affiliates and local school systems to jointly promote international education for educators.

71-15. American Indian Education

The National Education Association recognizes that an adequate and equal program of Indian education can no longer be postponed. The complex nature and diversity of educational needs of Indians, based on the multiplicity of tribal organizations, geographical location, and limited economic status, requires that the Association support the development of meaningful educational programs with deep involvement of Reservation Indian leaders, recognized groups, and other Indain groups off the Reservation. Such programs should preserve the rich heritage of Indian culture.

The Association is directed to provide Indian leaders with facilities to determine the educational needs and hopes of Indian groups.

The Association insists that federal funding for Indian Education be continued until such time as Indian groups are able to meet their specific needs. Federal participation in the meantime should emphasize significant improvements in educational services to provide a quality program.

The Association supports the efforts of the National Council of Bureau of Indian Affairs Educators to achieve quality education for Indian children and urges a change in BIA policies to effect the following:

a. A professional civil service classification to BIA teachers

b. A salary, length of school year, and school day commensurate with that of educators in public schools

c. Adequate remuneration to accrue with the completion of advanced studies

d. Improved facilities and working conditions for the comfort and convenience of teachers and students

e. Written personnel policies including provisions for sabbatical leave, advanced study, and for the right to professional released time without loss of salary

f. The hiring of only professionally qualified teachers and administrators, the providing of adequate training in Indian cultures, and assignment only to their areas of competency

g. The hiring of teachers and substitutes to adequately meet Indian student needs and not to exceed a maximum pupil-teacher ratio of 20 to 1

h. The active involvement of BIA teachers in curriculum planning and formulation of school policies.

The Association will provide consultant services to implement, through Executive Order 11,491, negotiations by BIA teachers to achieve the above policies and other needs of Indian educators.

The Association directs its staff to report annually at the NEA convention on the implementation of this resolution.

71-16. Access to Copyrighted Instructional Materials

The National Education Association believes that maximum access to teaching materials is of vital concern to every teacher. It recognizes that the present copyright law provides for two parallel sets of rights—the rights of those who create such materials to profit from their efforts and the rights of those who teach to use those materials in teaching.

The Association insists that the public interest requires that the copyright law provide guarantees to teachers and educational institutions to make use of copyrighted materials, recognizing a limited right to copy and record such materials for nonprofit educational purposes, including educational broadcasting and technology.

***71-17. National Testing and Assessment**

The National Education Association notes that the first report of the National Assessment of Educational Progress on writing, citizenship and science has been issued.

The Association will continue to resist any attempt to transform assessment results into a national testing program that would seek to measure all students or school systems by a single standard.

70-17. National Testing and Assessment

The National Education Association notes that a first report on one phase of the National Assessment of Educational Progress is to be released in 1970, which is descriptive of education, not a comparative evaluation of regions or schools. The Association urges its members to be alert to the forthcoming report and to assume responsibility for studying, understanding, and implementing it.

The Association will continue to resist any attempt to transform national assessment results into a national testing program that would seek to measure all students or school districts by a single standard and thereby impose upon them a single program rather than providing opportunities for multiple programs and objectives.

71-18. Federal Professional Negotiation Law

The National Education Association urges the enactment of a federal professional negotiation law. The law should conform to the Association's policy on negotiation. It should provide that any state that establishes statutory procedures substantially equivalent to those provided by the federal statute would be permitted to operate under its own statute.

71-19. Extremism and the Schools

The National Education Association is alarmed at the nationwide attack on the public schools and the teaching profession by extremist organizations. The growing opposition to certain curriculums and to educational policies is recognized by the Association as a thinly veiled political attack on public education itself. The Association urges its affiliates to take concerted action and, if necessary, legal action to defend against such irresponsible attacks.

71-20. Home Rule for the District of Columbia

The National Education Association supports complete home rule for the District of Columbia. Essential components of home rule include increased financing for the schools, a fiscally independent school board, and protection of professional employees' rights.

State and local affiliates should seek from members of Congress support for home rule legislation.

71-21. One-Man-One-Vote

The National Education Association believes that the principle of one-man-one-vote must apply at all levels of government including the election of the President of the United States.

The Association is committed to this concept as its own policy and calls upon its affiliates to implement the concept of one-man-one-vote in their own representative bodies where such implementation does not conflict with the need to guarantee an effective part in the decision-making process to a previously excluded minority group.

71-22. Tax Law Revision

The National Education Association supports the revision of tax laws at all levels of government in order to bring about more equitable tax treatment of all citizens.

The Association further supports income tax deductions up to $100 for political contributions.

71-23. Fair Housing

The National Education Association believes that universally applied fair housing practices aid in bringing about a truly universal public education.

The Association urges its affiliates, in cooperation with community agencies, to develop and promote practicable programs to implement fair housing practices in every community and to demand passage of legislation that will ensure to each person the opportunity to reside in the neighborhood of his choice.

71-24. Environmental Education

The National Education Association is concerned for an improved environment conducive to physical and emotional well-being. The Association strongly urges school systems to include environmental education and human ecology programs in their curriculum and to observe Earth Day annually. The Association further supports legislation and appropriations to preserve our natural environment.

71-25. Community Antenna Television

The National Education Association believes that the use of Community Antenna Television (CATV) channels for education is essential to preserve the public interest, to afford an opportunity for educational innovation, and to encompass the learning needs of a diverse society.

The Association directs its officers and staff to seek the reservation of at least 20 percent of all CATV channels for educational purposes.

71-26. Human Relations in the School

The National Education Association believes that improved human relations is essential to the school environment. To improve human relations in schools, the Association calls for:

a. School recruitment policies that will ensure culturally diverse staffs

b. The development of ways to improve police-community and student-police relations through the joint efforts of school, community, and law enforcement agencies

c. The reduction of the ratio of students to certificated staff to the level teachers determine, in each case, is essential to improved learning

d. Further research and development of ways to identify, change, and, if necessary, exclude prejudiced personnel who exhibit prejudiced behavior detrimental to the school environment

e. The training of police in behavioral sciences, sociology, and human relations to encourage an enlightened approach to law enforcement

f. An awareness of the continued neglect of Mexican-American citizens and youth.

The Association shall assist its affiliates to provide programs relevant and helpful to alleviate this neglect in the public schools.

71-27. Drug Abuse

The National Education Association is concerned with the growing misuse and abuse of drugs. It supports the National Drug Education Training Program as a significant step forward in combatting the problem. It urges its affiliates to cooperate in the development of leadership training teams to implement the program.

71-28. Invasion of Privacy

The National Education Association is alarmed at the increasing surveillance of individual citizens by private and governmental agencies through the computerized technology of our society as is evidenced by the computer data banks of the Internal Revenue Service, the Secret Service, the Department of Health, Education, and Welfare, the Justice Department, and other agencies. The cross-

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current NEA blasts commercials on children's TV

What's going on in TV, radio, press, and national magazines

Television

(All times are Eastern)

Discovery—Sunday, April 25, ABC-TV, 11:30 a.m. "Ireland." *May 2:* "Alive in the Cherokee Past." *May 9:* "Trans-Atlantic Voyage." *May 16:* "Finland—Land of Design." *May 23:* "Fast Freight to Nashville".

This Child Is Rated X: An NBC News White Paper on Juvenile Justice—Sunday, May 2, NBC-TV, 10 p.m. An examination of juvenile justice and children's rights in America.

Southern Exposure—Tuesday, May 4, CBS-TV, 10 p.m. A photographic essay of the American South by Henri-Cartier Bresson.

How To Stay Alive—Tuesday, May 4, ABC-TV, 10 p.m. Study of five American males and their routine existence showing effects of diet, pollution, and tensions on their lives.

NET Young Films '71: Through My Eyes—Sunday, May 16, PBS, 7 p.m. Winning films from the local Young People's Film Competitions will be broadcast.

Lure of the Tall Ships—Sunday, May 16, CBS-TV, 10 p.m. A study of students in the Danish Merchant Marine.

Venice Be Damned—Friday, May 21, NBC-TV, 10 p.m. The reasons for the rapid destruction of the city that has often been called one of the greatest treasures of the Western world are explored.

Murder in the Mines—Saturday, May 22, ABC-TV, 8:30 p.m. An examination of coal mining and various disasters which have occurred in this dangerous occupation.

Magazines

(April issues)

Foreign Affairs—"Image and Reality in Indochina," by Harrison E. Salisbury. "Changes and Chances in American-Soviet Relations," by Hans J. Morgenthau.

Fortune—"Don't We Know Enough To Make Better Public Policies?" by Max Ways. "Oil and the Environment: The View from Maine," by John McDonald.

Ladies' Home Journal—"A Sensible New Plan To Fight Drugs in Our Schools," by Frank Chinnock.

McCall's—"We Encourage Our Youth To Rebel," by Jacqueline Grennan Wexler. Bruno Bettelheim writes about children who say they cannot learn.

Psychology Today—"Strait is the gate and narrow is the way, but some kids make it in ghetto schools. Here's how," by Bernard Mackler.

Saturday Review *(April 17 issue)*—"Has the Bubble Really Burst?" by James Cass. "Between Two Cultures," by Philip D. Ortego. "Promise of Change in North Dakota," by Henry S. Resnik.

(May issues)

Family Circle—"Bill Cosby Reveals: 'Why I Am Becoming a Teacher,'" by Muriel Davidson.

Good Housekeeping—"The Population Bomb and How To Defuse It," by Jean Libman Block. "The Latest Medical Facts about Marijuana."

Woman's Day—"Raising a Bright and Happy Child," by Myrna Blyth. "Drugs: The Dangerous Combinations," by Ruth Winter.

NEA Budget Committee briefing

The NEA Budget Committee, chaired by Thomas G. Bush (above) of Maryland, last month brought the NEA Executive Committee up to date on the status of the Association's 1971-72 budget. NEA President Helen Bain is at left. Copies of the proposed budget will be mailed to all local and state association leaders by the end of this month.

NEA will aid TV reading series

NEA has named a special committee to work with the Children's Television Workshop in developing a new reading series which debuts in October.

The five-member committee will meet with workshop producers for briefings on the progess of the series to be produced by the creators of "Sesame Street." The series will consist of 130 half-hour programs, to be aired daily beginning October 25 over the nation's 199 noncommercial television stations.

Mary Ricketts, a reading specialist from the Haddonfield (New Jersey) school district, will function as NEA's committee liaison with the Children's Television Workshop.

The NEA Executive Committee last month adopted a statement condemning "exploitative commercial messages adjacent to children's programing on commercial television." The Committee urged the Federal Communications Commission to proceed with its proposed rules on children's TV programing and to "formulate national guidelines setting forth the permissable extent of commercialism in children's television."

The statement also urges NEA members, affiliated organizations, and interested citizens to join in recommending that broadcasters supply at least a minimum level of quality programing for children each week to permit diversity.

The Executive Committee acknowledged the efforts of broadcasters in producing high-quality programing which educates and informs while entertaining. The Committee commended such programs as "Captain Kangaroo," "NBC Children's Theatre," "CBS Children's Film Festival," and documentaries such as those of the National Geographic Society, Jacques Cousteau, and the "GE Monogram Series."

"However," the Committee said, "too few programs of quality and diversity for children appear regularly on television, and children's television is dominated by a commercialism which exploits children as miniature consumers.

"Many base appeals aimed at children in an attempt to indoctrinate them into the consumer society are not only socially useless, they are destructive of one of the greatest values most Americans want to foster—honesty," the Committee said.

Radio spots focus on nation's priorities

How much is a child's education worth? As much as one aircraft carrier? One atomic submarine? One C-5A transport?

So far the American taxpayer is supporting an annual military budget of $67 billion, while federal outlays for elementary and secondary education amount to less than $5 billion.

A series of four radio public service spot announcements released this month by NEA trains the spotlight on national priorities and where concern, or lack of concern, lies in the field of public education. Among other statistics, backed by congressional testimony and Defense Department sources: The cost of supporting one soldier, stateside, is $10,000—or $25,000 overseas—while the average public school child is allotted less than $900.

NEA has had as its primary goal for over a century the upgrading of the teaching profession and the improvement of public school education.

Proposed NEA resolutions for 1971

(Continued from page 8)

filing and interchange by private and governmental agencies includes such information as prejudicial reports on school-age children of migrant workers, records of firearms purchases, descriptions of individuals who petition for redress of real or imaginary grievances, lists of civil rights demonstrators with their physical descriptions and geographic location, and the description of anyone who may embarrass high governmental officials.

The Association is opposed to such practices on the part of governmental and private agencies. It is committed to effect the immediate cessation of such surveillance.

The Association directs its officers and staff to design action programs, to seek legislation, and to support efforts in Congress to stop these activities.

71-29. Education and National Priorities

The National Education Association believes there is a direct relationship between the quality of education which prevails and the quality of life in our society. Therefore, the Association calls for the President and the Congress to place education high in an immediate reordering of the nation's priorities.

71-30. Protection of Educators

The National Education Association and its affiliates shall work together to insist upon development and enforcement of laws to guarantee the safety of educators from physical attacks on their persons or property.

The Association will also develop guidelines for action leading to prevention of verbal abuse of educators by any individuals. Educators must take the responsibility to call attention to such cases so that appropriate action may be taken.

The Association urges its affiliates to cooperate with juvenile court systems to secure strict eneforcement of juvenile law in cases involving disturbances in the public schools.

71-31. Representation on Boards of Education

The National Education Association encourages its affiliates to bring about changes in practice and in law to guarantee that elective or appointive boards of education be representative of and answerable to the community they serve.

71-32. Teacher Education

The National Education Association believes that teachers must be directly involved in evaluating and improving the standards for teacher preparation and certification. The Association insists that teacher involvement is necessary in planning and implementing quality teacher education programs.

The Association also believes that pre-professional practicum experience is an essential phase of teacher preparation. The responsibility for the practicum experience must be shared by the public schools, the institutions that prepare teachers, and professional associations.

The Association urges its affiliates to—

a. Take immediate steps to evaluate and improve standards for entrance into the teaching profession

b. Support inclusion of training courses in the dynamics of intergroup communication and human relations courses in requirements for certification and the provision for inservice workshops in these areas for experienced teachers

c. Support legislation providing legal status and liability protection for student teachers

d. Develop guidelines for qualifications of cooperating teachers and college coordinators of student teachers.

e. Formulate standards for school systems receiving student teachers

***71-33. Voting at 18**

The National Education Association will encourage and support special efforts to register voters between the ages of 18 and 21. It urges its affiliates to participate fully in drives to register members of this newly enfranchised group.

The Association will also support ratifiaction of a federal constitutional amendment creating a uniform 18-year-old voting age and passage of state referenda.

70-33. Voting at 18

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The Association will also support, if necessary, litigation to uphold the constitutionality of laws granting the right to vote at 18.

71-34. Presidential Appointments

The National Education Association believes that the needs of all Americans for education of the highest quality demand that criteria for presidential appointments in the field of education be based on significant accomplishments in the educational community, and that partisan political factors should never be considerations of more than secondary importance.

The Association requests that presidential appointments of federal education officials be made only after screening and approval by a panel of professional educators established by the Association's Board of Directors.

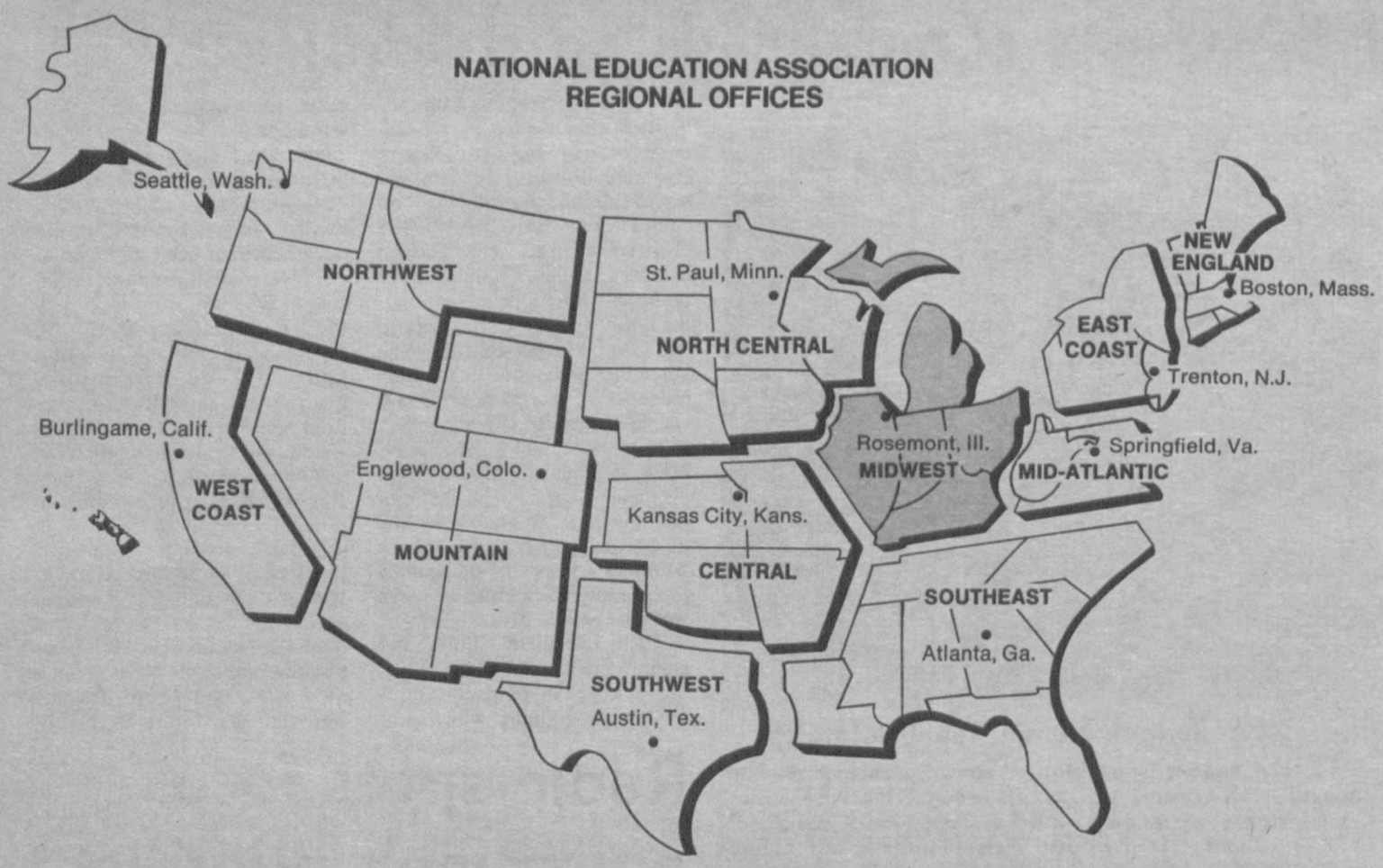
71-35. Integration of School Staff

The National Education Association will assist its local affiliates to develop and negotiate programs for the desegregation of school staff. The Association urges state and federal agencies to provide the funds necessary to implement programs designed to achieve racial balance in the schools.

71-36. Residency Requirements for Voting (new this year)

The National Education Association believes that, because of increasing mobility of the voting population, residence requirements for voter registration and absentee ballot provisions in most states disenfranchise a growing number of voters each election year.

The Association urges its affiliates to seek legislation which would allow registration after no more than three months of residency in the state, and would broaden and ease provisions for absentee voting by qualified voters.



Have expertise, will travel

Fifth in a series

NEA regionals—where the action is

NEA's Midwest Regional Office is located in the O'Hare Office Building. The building is located just about as close as one can get to the runway at Chicago's O'Hare Airport. Those familiar with the activity and travel schedules of the five men on the Midwest Regional staff consider the appropriateness of this location beyond question.

Geographically, the five states comprising the Midwest Region —Illinois, Indiana, Kentucky, Michigan, and Ohio—represent neither the smallest nor the largest of NEA's eleven regions. However, this densely populated area, which now includes three unified states (Kentucky, Michigan, and Illinois) plus the committed-to-unification state of Indiana, is rapidly approaching the day when it will have achieved the one-quarter million mark in NEA memberships. As of May 1970, for example, the month that preceded the effective date of unification in Illinois, the Midwest Region's five-state NEA membership total was 223,940. This represented the largest NEA membership for any single region in the country and amounted to almost 20% of last year's total NEA membership. As a result of unification and their combined membership status, the three states of Michigan, Illinois, and Kentucky now have 113 of the nation's 273 UniServ staffers, or roughly 40% of the total.

Among other facts which can help to indicate why the action-filled schedules required of NEA's Midwest Regional staffers are an almost daily routine, are such figures as these:

During 1969-70, of the 188 teacher strikes in the nation, 99 took place in the Midwest Region. That year, there were strikes in all five Midwest states; and one, Kentucky, had a statewide walkout which lasted seven days. Though the strike ran for a week, the services provided before, during, and after the event absorbed about eight weeks of time and effort on the part of the Midwest Region's staff members. During those eight weeks, 74 additional staff members of NEA and of NEA-affiliated associations worked in Kentucky for varying periods of time. The work of scheduling arrivals and departures as well as assignments to various localities for all those staffers flying in from various parts of the country, was coordinated by the Midwest Regional staff.

In between negotiation impasse crises, there are a good many representation election contests to keep the pot boiling. Even though Michigan is the only state in the region that has a law mandating collective negotiation with school boards, full-scale negotiations are conducted in all of the states while effort continues to secure the PN legislation actively sought for the past several years in the four states that still lack laws.

Gene Preston, director of the Midwest Regional Office, estimates that during the past two years Midwest staff members have spent more than three-fourths of their time in the field. Nevertheless, as busy as they are in their own region, Midwest staffers, just like staffers throughout the NEA, respond to calls for emergency assistance from other hard-pressed regional offices embroiled in crisis situations.

Michael Arisman, the Midwest's PR & TV consultant, for example, had to be reached in Scottsdale, Arizona, at the time this report was being prepared. He had responded to a call from the Mountain States Regional Office when Scottsdale teachers finally had to resort to striking as a means of resolving an impasse. Mike had been working in Illinois and is scheduled to spend a time in Kentucky soon.

Ray Edwards, the Midwest Region's negotiation specialist, is devoting practically three-fourths of his time to implementing negotiations in key districts throughout Kentucky. Meanwhile, in line with the recognized need for strong, effective political action, he is assisting Kentucky teachers in working for the election of pro-education candidates that have earned KEA's support. Mike Arisman will now be pitching in on this assignment as well.

James Boswell, Midwest's field representative, has been hard at work in various communities in Indiana helping state and local leaders in their efforts to reach ISTA's immediate goal of having unification adopted by the members of 25 local associations in the state. Recently, unification was officially adopted in Hammond and also in Merrillville, bringing the count ever closer to that goal.

Dick Vander Woude, NEA's regional legislative consultant, carries an outsized load at present. His primary assignment is the five-state Midwest Region. However, he has also been asked to cover the six-state North Central Region, plus the state of Missouri. These 12 states combined include 127 Congressional Districts. Nevertheless, by working closely with UniServ and state association staffers, Dick has managed to advance the development of direct contacts between NEA members in the various districts and the members of the Congress representing those districts. Building the Congressional contact system is one of his two major responsibilities. The other involves working in cooperation with state and local leaders in the two regions to develop widespread support for NEA's current legislative programs.

During the recent past, Gene Preston's major field activities centered on helping to recruit UniServ staff members and providing on-site back-up support to appointees. Concurrently, he has been involved in many fact-finding operations affecting grievance cases. In this area, negotiations have reached an advanced stage and full implementation of all clauses in negotiated contracts—including the grievance procedure—is vigorously pursued.

Whatever time remains these days must also be devoted to UniServ evaluation work. In most cases, responsibilities for individual evaluations are shouldered by state association personnel while NEA staffers provide assistance.

The procedure in Michigan, for example, has Gene Preston spending several days in each of MEA's six state zones. While he concentrates on an overall statewide UniServ evaluation, MEA staffers are charged with implementing the UniServ program and evaluating each of the 74 Uni-Serv staff members inside those six state zones.

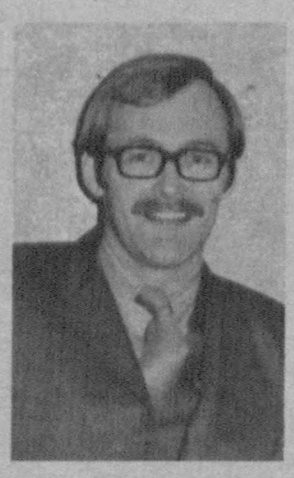
So far this year, there have been 45 strikes in the Midwest Region, and Midwest staffers have been involved, on-the-scene, assisting state and local leaders in almost all of them. One example of the kind of provocation experienced by teachers in this area can help to understand why strikes occur at the rate they do.

After exhausting all available channels, teachers in Reese, Michigan, finally resorted to the strike which the local school board seemed determined to provoke. This small rural community of little more than 1,000 residents employs exactly 46 teachers; 44 of them walked out on February 22; the 44 were fired en masse on March 5.

Negotiations started in May 1970; after ten months there is still no contract. Last September, Reese teachers opened the schools without a contract pending release of a fact-finder's report. The report finally came through on February 9. Of the 19 issues involved in the controversy, the findings favored the school board on 12 points, the Reese Teachers Education Association on five, and recommended compromises on salaries and fringe benefits. Far from thrilled with the report, Reese teachers nevertheless voted to accept it as the basis for final negotiations. The school board, however, flatly rejected it. On February 17, therefore, RTEA took a vote and 44 of the town's 46 teachers voted to strike on February 22 unless an agreement could be worked out with

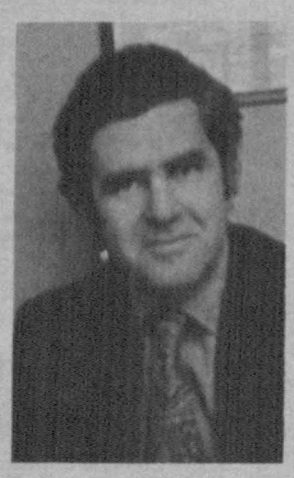
(Continued on next page)

Michael Arisman
PR and TV specialist



Dick Vander Woude
Legislative consultant

K. Eugene Preston
Director



Raymond Edwards
Negotiation specialist

James Boswell
Field representative

(Continued from page 10)

the board by that date. Given the deadline, the school board made no effort to negotiate; and the 44 teachers walked out.

Thereupon, the school board and the superintendent issued an ultimatum: The teachers must either return to work on March 5 or consider themselves fired. Thus, within two weeks of the beginning of the strike, the school board fired the strikers and began to recruit a replacement staff. At that point, the board also tried to get the court to enjoin all further picketing by the striking teachers. This effort failed, however.

During this period, the RTEA recommended binding arbitration to resolve the impasse and offered to abide by the arbitrator's decision. The school board, however, rejected that idea out of hand, calling it "illegal."

George Worden, president of RTEA, said that "the rejection of binding arbitration is still further evidence that Dr. Dunn (the superintendent of schools in Reese) and the school board are not at all interested in settling the dispute with the teaching staff. . . . The dispute is not over money," he pointed out. "It was a deliberate attempt to break the morale of the teaching staff in order to make it subservient to the board's archaic notions of managerial prerogative."

On Saturday, April 3, well over 700 teachers from various parts of Michigan marched through the town of Reese carrying signs reading "Support the Reese 44!" Melvin Leasure, MEA's president, led the march along with the 44 Reese teachers; MEA's board of directors joined the marchers.

Even though 30 or 32 substitutes have been employed in Reese, they must cross the teachers' picket lines to report to class. The 44 teachers are holding out, determined to win.

To assist them in meeting subsistence living costs, voluntary contributions from individuals and local associations throughout the state of Michigan have been flowing in on a daily basis. At press time, more than $15,000 had been received and the flow continues. Meanwhile, MEA's board of directors authorized the release of emergency funds to aid Reese teachers, and through the DuShane Fund, NEA has already provided $20,000 in grants with additional funds to come should Reese teachers require it.

The following statement, released by the Michigan Association of School Boards and the Michigan Association of School Administrators, is quite revealing. Co-signed by Norman Weinheimer, executive director of the MASB, and by Austin Bates, executive director of the MASA, the statement commended the Reese Board of Education and Superintendent Bruce Dunn and concluded, "We support their action of terminating the employment of those teachers who were in violation of state laws and illegally striking."

Considering that the Reese school board has resisted negotiations since 1966, despite passage of Michigan's mandatory bargaining law in 1965, one can only wonder which side in the controversy is really "violating state law."

NEA forms alliance . . .

(Continued from page 1)

nizations approved the alliance arrangement in a joint meeting March 23 subject to ratification of their boards at their next meeting.

Prime goals of the alliance, according to the spokesmen, are enactment of meaningful collective negotiation statutes for all public employees and establishment of a separate, Cabinet-level post for education so that there will be a rational federal structure for the handling of educational problems.

Wurf, who helped organize AFSCME and became its president in 1964, acknowledged that public employees have made important strides in recent years in the areas of collective negotiations and joint decision-making authority with government employers.

But the struggle of the public employee is only beginning, he said. "Some government employers continue to treat their employees as 'second-class citizens' and to exercise unilateral control over their wages, hours, and working conditions."

Both Wurf and Mrs. Bain said that this situation exists because of "legislative, political, and social structures that are unresponsive to the needs and aspirations of public employees." They described the alliance as one "designed to provide a vehicle through which public employee organizations, desirous of maintaining their separate organizations, can work cooperatively to advance the interests and protect the rights of all public employees, without infringing upon the independence or organizational status of the various participating organizations."

Associations urged to push for education space on CATV

NEA has urged education associations throughout the nation to take the lead in community action to reserve channel space for education on cable television (CATV).

In a letter to association leaders, NEA President Helen Bain urges educators to:

- Contact the superintendent of schools and board of education to find out what they are doing to reserve space for education on CATV
- Form a CATV committee in your local association
- Bring together community groups to develop a local strategy
- Express your views to your mayor, city council, and corporation counsel.

Action to save CATV space for education is a matter of great urgency, Mrs. Bain says. "In more than a thousand communities across the United States, municipal officials are making decisions on applications for cable television franchises. Much is at stake in the granting of these franchises not only for CATV operators but also for schools, cities, and in fact, the entire nation."

A 1970 NEA resolution directs Association officers and staff to "seek the reservation of at least 20 percent of all CATV channels for educational purposes."

A teach-in on CATV—planned and directed by NEA's Division of Educational Technology—will be held in Washington, D.C., on April 27. Some 50 organizations are invited.

A new NEA publication, *Schools and Cable Television,* provides background information about CATV. Produced by the Division of Educational Technology, it may be obtained from NEA Publication Sales Section at NEA Center for $2.25 (stock no. 381-11968).

Topic: direction of Future Teacher programs

NEA President Helen Bain discusses the future direction of the national Future Teachers of America program with FTA executive committee chairman David Starnes of Lenoir, North Carolina. The FTA executive committee met at NEA Center last month.

Faculty discrimination

(Continued from page 1)

and non-discriminatory standards" when faced with staff reductions caused by school desegregation.

In its brief, NEA presents statistics based on the data from the U.S. Department of Health, Education, and Welfare to show that the Singleton decree has not halted elimination of blacks from the teaching profession in the South.

The NEA action is significant in that it seeks a circuit-wide strengthening of the rules to remedy the black teacher displacement problem.

The figures represent the first use before the court of data collected by HEW as reported by the individual school districts.

In Florida, while there was a statewide numerical increase of black teachers, 18 counties showed substantial decreases, and in a majority of counties, black principals suffered losses. White teachers enjoyed increases in every state but Mississippi, the NEA brief states. The Mississippi decrease coincides with a drop in white students' enrollment because of the growth of white, private academies.

The NEA brief states HEW figures disclose that Georgia has surpassed all other states in the Fifth Circuit in displacing black educators. One of the primary causes of discrimination against black educators, the NEA brief stresses, is the insufficiency of the Singleton decree.

Discount books still available to all members

The NEA Special Services Division reports that it has received many inquiries as to whether the books offered in the October 1970 issue of the NEA Reporter can still be purchased.

These books may still be ordered. For a reprint of the complete listing or to place an order, write: NEA Book Purchase, Room 915, 1156 Fifteenth St., N.W., Washington, DC 20005. The books include best sellers, children's favorites ,and reference volumes.

Association now is NEA-Alaska

The Alaska Education Association has voted to change its name to NEA-Alaska. Two other states have previously taken similar action to become Kansas-NEA and NEA-New Mexico.

Associations represent 1.7 million

NEA and its affiliates represent 1,730,579 school employees on matters such as wages, working conditions, and grievances, NEA's Office of Professional Negotiations reported.

These employees are represented through 9,561 agreements with 9,462 employers, the office announced.

Unsatisfactory conditions reported

Below is a current listing of names of school districts or systems where a state education association has notified members of the profession and the public that unsatisfactory educational conditions exist.

Association	District or System
• California Teachers Association	Lawndale Elementary
• California Teachers Association	Ukiah Unified
• California Teachers Association	Tehachapi Unified
• California Teachers Association	Los Altos Elementary
• California Teachers Association	Madera Unified
• Illinois Education Association	Decatur Dist. No. 61
• Maine Teachers Association	SAD 13 (Bingham area)
• Minnesota Education Association	Appleton Public Schools
• Minnesota Education Association	Verndale Public Schools
• Missouri State Teachers Assn.	Missouri Public Schools
• Nebraska State Education Assn.	Tri-County Public Schools
• North Dakota Education Assn.	Turtle Lake Public Schools
• Ohio Education Association	Northwest Local
• Ohio Education Association	Ohio Public Schools
• Ohio Education Association	Springfield Local
• Oklahoma Education Association	Oklahoma Public Schools
• Pennsylvania State Educ. Assn.	Erie Public Schools
• South Carolina Education Assn.	S. Carolina Public Schools

NEA auto leasing

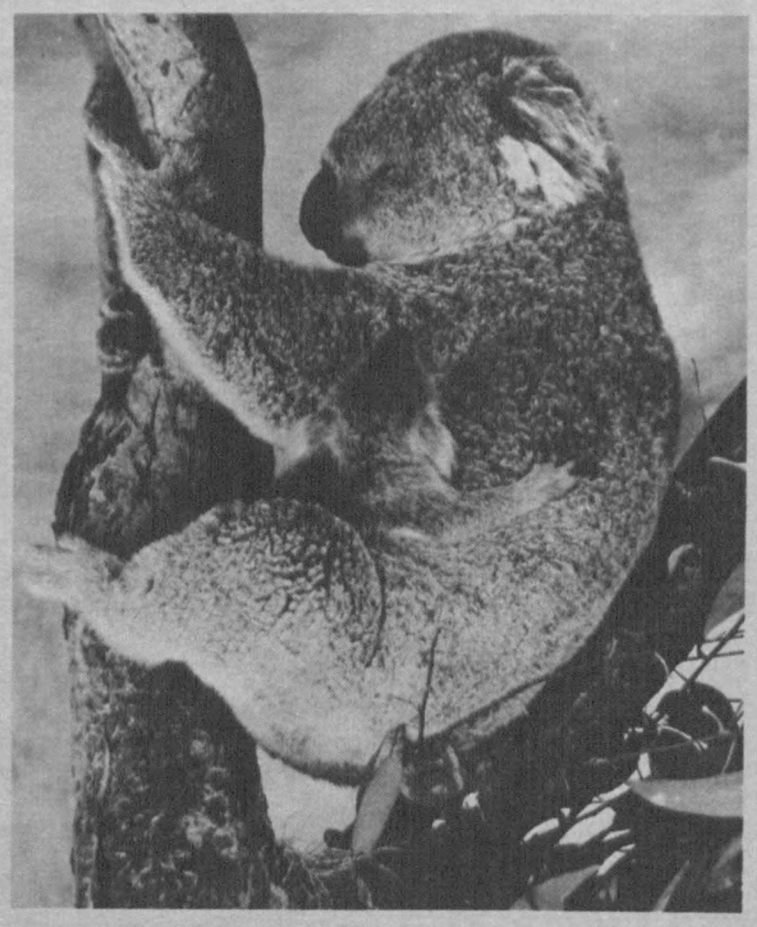
NEA members may write for auto leasing information to: Teacher Services Corporation, 1156 15th St., N.W., Washington, DC 20005. Information is also available via the toll-free telephone number 800-424-8576. (Note: this number was given incorrectly in the March issue of the NEA Reporter.)

NEA travel service

Time is short for summer tour plans

The NEA Division of Educational Travel reported this month that time is short for teachers planning travel with NEA this summer. The division noted that space is still available on some summer tours, but advised members to mail their applications and deposits today.

Persons interested in tours to the Soviet Union, Around-the-World, Africa, Mediterranean, and Pacific areas must apply immediately in order to allow time for obtaining visas. To speed up tour planning, the division will send detailed itineraries by first-class mail if your area of interest is a tour requiring visas. The coupon at the bottom of this page includes a box to check if you plan to travel to such an area.



Travelers to Australia may see koala bears

A partial listing of tours still open

Holiday in Spain (IB-1)	July 1-July 22	$810 from N.Y.
Holiday in Spain (IB-4)	August 5-August 25	$810 from N.Y.
Summer Session in Europe (SSE)	June 22-July 26	$998 from Baltimore (credit)
Your First Tour of Europe (BT-3)	July 13-August 3	$860 from N.Y.
Holiday in Scandinavia (SCAN-2)	July 12-August 2	$859 from N.Y.
Holiday in Italy, Sicily, & Tunisia (IT-4)	August 3-August 24	$860 from N.Y.
Student Tour to Switzerland (ST) for high-school age children of NEA members only	July 1-July 29	$798 from N.Y.
Exploring the Unusual Around the World (RW-2)	June 25-August 22	$2898 from N.Y.
Highlights of the Orient (PC-2)	July 10-July 30	$1190 from San Francisco
Understanding Mexico (M-1)	June 29-July 21	$425 from San Antonio
South American Highlights (SA-3)	August 3-August 24	$955 from Miami
Canadian Rockies—Pacific Northwest (CRPN)	July 11-July 26	$698 from Chicago
The Southwest Indians (SW)	August 1-August 14	$398 from Albuquerque
Washington Seminar (WS)	June 27-July 16	$398 (credit)
Hawaiian Love Affair (HL-1)	June 12-June 27	$599 + tax & service
Hawaiian Love Affair (HL-2)	June 26-July 11	(fr. N.Y., Wash. D.C., Chicago,
Hawaiian Love Affair (HL-3)	July 3-July 18	Cleveland, Detroit, Milwaukee,
Hawaiian Love Affair (HL-4)	August 7-Aug. 22	Pittsburgh, St. Paul/Minneapolis)
Hawaiian Love Affair (HL-5)	July 17-August 1	$589 + tax & service (fr. L.A., San Fran., Seattle, Portland)

Charter flights to Europe (transportation only)

NEA/CW-5	June 28-July 29	Columbus, Ohio-London/London-Columbus	$241
NEA/CW-6	June 28-August 24	Boston-London/Amsterdam-Boston	$244
NEA/CW-7	June 29-July 27	Hartford, Conn.-London/London-Hartford	$213
NEA/CW-9	June 30-July 28	J.F.K.-London/London-J.F.K.	$214
NEA/CW-14	August 2-August 30	Detroit-Amsterdam/Amsterdam-Detroit	$240
NEA/CW-15	August 3-August 26	Chicago-London/London-Chicago	$247
NEA/CW-16	August 4-September 1	J.F.K.-Amsterdam/Amsterdam-J.F.K.	$212
NEA/CW-17	August 5-August 31	J.F.K.-London/London-J.F.K	$204
NEA/CW-18	July 3-July 22	Detroit-London/London-Detroit	$245
NEA/CW-20	August 7-August 31	Philadelphia-Amsterdam/Amsterdam-Phila.	$196
NEA/CO-5	June 18-August 16	Portland-Seattle-Amsterdam/Amsterdam-Seattle-Portland	$293

Switzerland visitors can view Zurich from the banks of the Limmat River

ALSO, CHRISTMAS 1971—It's not too early to start thinking about where you would like to spend Christmas. Plans are under way for the most exciting Christmas program ever offered by the Travel Division. Low-cost charter tours and flights for transportation only will be available to London, Ireland, Switzerland, and Italy. Inexpensive tours are also scheduled to Nassau, Guatamala, Mexico, and Hawaii. Information will be available at the NEA Convention and from the Travel Division after July 1.

LOCAL-STATE-NATIONAL
CO-SPONSORED

This is the only travel program officially sponsored or approved by the National Education Association.

Two post-Convention tours offered

• *GREENFIELD VILLAGE AND HENRY FORD MUSEUM*—1 Day-July 3 (Detroit). $17 per person. Delegates to the NEA Convention this year, their famiiies, and friends can enjoy a one-day tour to Greenfield Village and the Henry Ford Museum. The tour will be by air-conditioned, chartered bus. Departing at 9 a.m., the group will drive through the shopping and industrial section of Detroit's west side, continue through the grounds of the enormous Ford plants at River Rouge, and then tour the Ford Museum and Greenfield Village at Dearborn, Michigan. Participants will be served a buffet luncheon. The afternoon will be free to spend in Greenfield Village or return to the Ford Museum for further browsing. At 6:30 p.m. a six-course dinner will be served, after which the group will attend the evening performance of the American Drama Festival at the Ford Museum Theatre. A $5 nonrefundable deposit is required on each reservation. Checks should be made payable to NEA and mailed to the Travel Division. Reservation deadline is June 18.

• *HAWAIIAN LOVE AFFAIR* (HL-3)—16 days, 5 islands, July 3-July 18; $599 plus tax and service from Detroit. This special July 3 departure from Detroit was set up especially for NEA members and their families attending the NEA Convention who want to continue their summer with a tour of the Hawaiian Islands. Accommodations throughout the tour are in deluxe hotels with superior, air-conditioned rooms. The NEA Travel Division recommends this tour as one of the best travel bargains offered this year. Special rates for children.

TO: NEA Educational Travel Division R/4/71
1201 16th St., N.W., Washington, D.C. 20036

Please send me the items checked below:

- ☐ "Holiday Adventures Summer 1971" (complete summer tour book)
- ☐ "Student Tour to Switzerland" (ST) (For high-school-age children of NEA members only)
- ☐ "Holiday in Scandinavia" (SCAN-2)
- ☐ "Hawaiian Love Affair" (HL)
- ☐ Transportation Only to Europe (Charter and group-fare jet flights)
- ☐ NEA Post-Convention Tours
- ☐ Christmas 1971 (will be mailed after July 1)
- ☐ I am interested in traveling to the Soviet Union, Eastern Europe, Around-the-World, Africa, Mediterranean, Middle East, or Pacific areas. Please send me the itinerary(ies) for _____ (designate area) as quickly as possible.

Name .....

Street Address .....

City ..... State ..... Zip .....

clip here and mail to above address

NEA wins suit on teacher tests

NEA, the Mississippi Teachers Association, and nine black teachers from Starkville, Mississippi, have won a landmark ruling in federal court in Mississippi.

Judge Orma Smith last month held unconstitutional a Starkville school board policy requiring employed teachers and applicants for teaching positions to achieve either minimum scores on the Graduate Record Examination or a master's degree in order to be retained or hired. The court struck down the board's policy, holding that use of the test violated the equal protection and due process clauses of the Fourteenth Amendment.

Nine black Starkville teachers who were not rehired for the current school year after failing to make minimum cutoff scores set by the school board on the Graduate Record Examination have been ordered reinstated to their former positions for the remainder of this year and for 1971-72.

The suit was initiated last July with the financial backing of NEA's DuShane Emergency Fund. Last September, after hearing testimony, Judge Smith issued a preliminary injunction ordering the school board to reinstate teachers who had not obtained positions in other school districts.

The court held that, because the Graduate Record Examination was not designed for use in the selection of elementary and secondary teachers or to measure preparation for teaching or identify professional competency or effectiveness, the school board's policy imposed "arbitrary and unreasonable qualifications" for employment of faculty.

Judge Smith wrote that the cutoff scores "create a racial

(TEACHER TESTS, page 3)

Drive continues for Cabinet post

The NEA drive for a Cabinet-level U.S. Department of Education entered a new phase this month as teachers were urged to write to their Senators and Congressmen (see editorial by NEA President Helen Bain, page 2). Some 250,000 teachers have already written during the campaign.

Committee offers constituton draft

The Drafting Committee for NEA's Constitutional Convention this month submitted a proposed constitution, some proposed bylaw changes, and a rationale and timetable to implement them. The proposals appear on pages 4 through 7 in this issue.

Over 100,000 join in California

For the first time in the history of NEA, a state has more than 100,000 NEA members, reports John H. Starie, director of the NEA Membership Development Section. On May 7, NEA's computer recorded 104,650 members in California.

Starie also reports a new membership total of 1,068,206 in the computer as of May 7. Nineteen states so far have exceeded last year's totals.

Associations win election victories

NEA affiliates have won elections during 1970-71 in Portland, Oregon; Cincinnati, Ohio; Erie, Pennsylvania; Louisville, Kentucky; the State University of New York; and in more than 40 other districts in Pennsylvania, Ohio, Illinois, New York, New Jersey, Connecticut, and Wisconsin.

Among election results reported are these:

Pennsylvania: the Albert Gallatin Area Education Association received 180 votes to 91 for the union; Baldwin-Whitehall Education Association defeated the union 285 to 156; Montour Education Association defeated the union 146 to 62; Allentown Education Association defeated the union 547 to 287; Millcreek Education Association received 254 votes, the union 85.

Ohio: the Cincinnati Teachers Association won its second straight election by receiving 1,854 votes to 1,476 for the teachers union.

Connecticut: Bristol Education Association won 359 to 214 for the union; Norwalk Teachers Association defeated the union 497 to 348.

New York: The Yorktown Faculty Association defeated the Yorktown Federation of Teachers 161 to 153.

A statewide teachers election in Hawaii resulted in a near tie May 1; a runoff election between the Hawaii State Teachers Association and the union has been scheduled.

NEA Convention set for Detroit

NEA's 109th annual Convention will be held this summer in Detroit. Details about the Convention, a day-by-day schedule, and information about candidates appear in this issue (see pages 8 and 9).

nea reporter

Published by the National Education Association

Vol. 10, No. 5 May 21, 1971 7 Washington, D.C.

Court okays busing for desegregation

Topic: 33 states with unified membership

Vermont and Colorado state associations have voted to unify, bringing the total of unified states to 33. During a recent meeting at NEA Center, the NEA director from Vermont, John Barry (center) of Bellows Falls, talks about unification in his state with NEA President Helen Bain and NEA President-Elect Donald E. Morrison. Unification in Vermont, Barry said, has been the work of many people, including the VEA past-president, Harold Miller; the president, Jane Stickney; the VEA board and staff; the VEA-NEA Committee; the Unification Task Force; and the Vermont Association of Classroom Teachers.

The U.S. Supreme Court has unanimously ruled that busing may be used as a means of desegregating public schools. In an April 20 decision, the Court overturned a North Carolina law which prohibited busing of pupils to achieve racial balance.

The U.S. Supreme Court ruling on four related desegregation cases supported the use of various techniques including busing, redrawing of school boundaries, and pairing of black and white schools to "disestablish dual school systems."

The high court ruling in the controversial Charlotte-Mecklenburg case closely follows the principles argued in "friend of the court" briefs filed by NEA with the U.S. Court of Appeals for the Fourth Circuit and the U.S. Supreme Court. NEA backed U.S. District Court Judge James B. McMillan's right to require satellite zoning, cross-town busing, and pairing of schools to integrate the Charlotte school system and urged repeal of the state's antibusing statute.

In decisions in the Charlotte-Mecklenburg County, Mobile (Ala.), and Clark County (Ga.) cases, the Supreme Court made its first comprehensive review of school desegregation since the historic 1954 ruling.

The new ruling gives federal judges broad powers to order a variety of means to end legally established school segregation when school authorities fail to eliminate one-race schools or to show that their existence does not result from past discriminatory action.

The court also said that racial ratios may be used as a starting point in establishing an acceptable desegregation plan. The court ordered school officials to foster integration by different measures, such as gerrymandering school attendance lines, pairing, and establishing noncontiguous school zones.

The ruling does not apply to Northern districts where segregation results from housing patterns.

NEA officials have indicated

(See COURT, page 9)

N.Y. antibusing law overturned

On May 3, the U.S. Supreme Court, concurring with NEA briefs filed with a three-judge federal court in Buffalo and the Supreme Court, affirmed a lower court's decision that New York State's antibusing law is unconstitutional. The statute barred appointed school boards and state authorities from using busing to achieve racial balance in the state's public schools.

NEA, the Buffalo Teachers Federation, and the New York State Teachers Association in "friend of the court" briefs supported a suit initiated by the National Association for the Advancement of Colored People and five parents against Buffalo and New York state education officials.

The federal court judges held that the statute "constitutes an explicit and invidious racial classification and denies equal protection of the law." The court's order was its first action on segregation arising from housing patterns (de facto).

NEA participation was financed by the DuShane Emergency Fund.

Some schools close in Washington state

A special NEA study committee has been told that some schools in the state of Washington have shut their doors to pupils and many other schools face closings in the wake of school levy election defeats by protesting taxpayers.

At the same time the committee, which conducted statewide open hearings and on-site visits to schools April 19-23, heard testimony from many witnesses who reported critical cutbacks in educational programs and services. Some 1,400 of the state's 40,000 public school teachers have received termination notices effective in June.

The NEA Commission on Professional Rights and Responsibilities selected the special study committee that conducted the hearings and school visitations. The committee, which was asked to make a statewide finan-

(See WASHINGTON, page 11)

opinion interpretation

This page of the REPORTER is devoted to editorial and interpretive material. Readers' letters, preferably brief, will be considered for publication. Opinions expressed in the REPORTER are not necessarily NEA policy, which is set only by Association resolution.

Now it's up to Congress

The write-in campaign to President Nixon for a Cabinet Department of Education produced an estimated 250,000 letters. We do not yet know what the Administration's response will be. We **do** know that Congress watched last month's campaign with interest, and is awaiting this month's follow-through: a massive write-in to Capitol Hill.

We must make the Congressional write-in the biggest outpouring of teacher sentiment ever directed to Washington! The Members of Congress must feel the power of the United Teaching Profession and hear the ringing message that education must be first in the hopes and aims of the nation.

Here is a plan for individual and association action during the weeks and months ahead:

1. **Take the time now** to write your Congressman and your Senators, asking for their active support of pending legislation to create the Cabinet Department of Education. The bill in the House is HR 2356, sponsored by Rep. Carl D. Perkins (D-Ky.), chairman of the Education and Labor Committee. The bill in the Senate is S 1485, sponsored by Sen. Abraham A. Ribicoff (D-Conn.), former HEW Secretary and chairman of the Subcommittee on Executive Reorganization, Committee on Government Operations.

At press time, cosponsors of the Ribicoff bill were Sens. Quentin N. Burdick (N.D.); Howard W. Cannon (Nev.); Lawton Chiles (Fla.); Thomas F. Eagleton (Mo.); Mike Gravel (Alaska); Fred R. Harris (Okla.); Philip A. Hart (Mich.); Vance Hartke (Ind.); Ernest F. Hollings (S.C.); Harold E. Hughes (Iowa); Hubert H. Humphrey (Minn.); Daniel K. Inouye (Hawaii); Henry M. Jackson (Wash.); Gale W. McGee (Wyo.); George McGovern (S.D.); Thomas J. McIntyre (N.H.); Lee Metcalf (Mont.); Walter F. Mondale (Minn.); Joseph M. Montoya (N.M.); Claiborne Pell (R.I.); Jennings Randolph (W. Va.); Richard S. Schweiker (Pa.); Herman E. Talmadge (Ga.); and Harrison A. Williams, Jr. (N.J.).

At press time, cosponsors of the House bill were Reps. Edith Green (Ore.); Frank Thompson, Jr., (N.J.); John Dent (Pa.); Roman Pucinski (Ill.); Dominick Daniels (N.J.); John Brademas (Ind.); Augustus Hawkins (Calif.); William D. Ford (Mich.); Patsy Mink (Hawaii); James Scheuer (N.Y.); Lloyd Meeds (Wash.); Phillip Burton (Calif.); Joseph Gaydos (Pa.); Louis Stokes (Ohio); and William Clay (Mo.).

Rep. James Fulton (Pa.) introduced his own Cabinet bill.

Remember: When writing to a cosponsor, thank him for his support. When writing to a nonsponsor, request support for the bill. Always refer to the bill by number—S 1485 in the Senate, HR 2356 in the House of Representatives.

2. **Spread the word.** Introduce supporting resolutions in your state and local association meetings. Ask your family and friends to write to Members of Congress. Enlist the help of citizen groups and civic organizations, especially members of national organizations which have joined NEA in the campaign for a Cabinet Department, including National School Boards Association; National Congress of Parents and Teachers; Council of Chief State School Officers; National Association of State Boards of Education; American Association of School Administrators; the American Federation of State, County, and Municipal Employees; and the National Jewish Community Relations Advisory Council. The American Legion is providing support. We expect official endorsement at their national convention late this summer.

It is also important that you work to influence the political parties in your state to adopt platforms supporting establishment of the Cabinet Department of Education.

3. **Visit your Congressman and Senators** when they are home in their district offices. For your convenience, the calendar of Congressional recesses for the remainder of the year is listed below. Schedule your appointments **now.**

Hearings on our Cabinet Department bill will start late this spring and probably continue into the fall. During the summer months we must gain additional community support for Congressional action on this priority goal.

Write on!

—Helen Bain, NEA president

How to Write to the Senate

When you write to your Senators in support of S 1485, a bill to create a Cabinet Department of Education, use the following form:

The Honorable _____
Senate Office Building
Washington, D.C. 20510

Dear Senator _____:

HERE, USE YOUR OWN WORDS, SIMPLY AND BRIEFLY. ASK FOR ACTIVE SUPPORT OF LEGISLATION TO CREATE A CABINET DEPARTMENT OF EDUCATION.

How to Write to the House of Representatives

When you write to your Congressman in support of HR 2356, a bill to create a Cabinet Department of Education, use the following form:

The Honorable _____:
House Office Building
Washington, D.C. 20515

Dear Congressman _____:

HERE, USE YOUR OWN WORDS, SIMPLY AND BRIEFLY. ASK FOR ACTIVE SUPPORT OF LEGISLATION TO CREATE A CABINET DEPARTMENT OF EDUCATION.

Congressional recess schedule

Congressional leaders have announced the following recess schedule for the next several months:

Memorial Day—from conclusion of business Thursday, May 27, until noon Tuesday, June 1.

Independence Day—from conclusion of business Thursday, July 1, until noon Tuesday, July 6.

Summer Recess—from conclusion of business Friday, August 6, until noon Wednesday, September 8.

Veteran's Day—from conclusion of business Thursday, October 21, until noon Tuesday, October 26. (Senate)

Thanksgiving Day—from conclusion of business Wednesday, November 24, until noon Monday, November 29. (Senate)

Let's support a balanced NEA budget

"It is hard for an empty sack to stand upright."—Franklin

The NEA budget for next year is in the final stages of preparation prior to submission to the Representative Assembly in Detroit. Copies have been sent to local, state, and national elected leadership and staff. This budget covers the year from September 1, 1971, through August 31, 1972, as the NEA shifts to a new fiscal year.

The budget was developed through a new process adopted by the governing bodies. The goals for the Association were adopted by the Representative Assembly in San Francisco. The objectives for these goals were adopted by the Board of Directors, which also determined priorities of objectives within each goal. NEA staff units developed programs and requested funding, and staff teams made recommendations to the Budget Committee. The Committee reviewed these requests, which totaled over 37 million dollars for ongoing and new NEA programs. They recommended reductions to bring the total program costs within anticipated income and held additional meetings with the staff teams until a balanced budget had been established. The entire budget was then reviewed in joint meetings of the Executive Committee and the Budget Committee, then presented to the Board of Di-reports on April 30, where it was approved after a full day of discussion.

An open hearing will be held in Detroit on Monday, June 28; then the budget will be reviewed and approved by the Board of Directors and submitted to the Representative Assembly for final approval.

The Budget Committee has worked extremely hard and spent a considerable amount of time in their effort to prepare a budget which is responsive to the needs of the membership and fiscally responsible.

The budget is extremely important to the membership and it is an important item of consideration to the delegates to the Convention since it represents a blueprint of the programs and activities which will be funded during the coming year. As you can understand, each program involved in this budget has its own advocates. I, too, wish to take an advocacy role, not for a particular program in the budget, but to make a plea that this budget reflect an appropriate commitment to sound financing and good business.

We must approve a balanced budget. Common sense and high interest rates necessitate that our total program expenditure be within our anticipated income. Since each NEA budget is in reality the expenditure of funds which have not yet been received, responsibility dictates that the budget stay within a reasonable expectation of income.

Within this balanced budget we must begin to earmark funds to improve our overall financial position. This budget earmarks funds for debt reduction, funds to back up the accrued annual leave for our employees, and a small amount of funds set aside for contingencies which we know will arise during the coming year.

The total amount of money set aside for these purposes is below the amount that a good business should set aside for such purposes. But it is a start and it will reverse a trend which could eventually result in serious financial problems.

I urge that members contact delegates to the Convention and ask them to support a balanced budget with provisions for debt reduction, accrued leave obligations, and a contingency fund.

"He that goes a borrowing goes a sorrowing."—Franklin.

—Helen Bain, NEA president

DuShane Fund cases

Court actions press forward teacher rights

Action in the courts on behalf of teacher rights is culminating in a record number of trials and settlements this spring, while new suits are initiated. Among the cases are these:

- The U.S. Court of Appeals for the Fifth Circuit heard the appeal of Floyd McDowell, the administrator of a Texas school for the mentally retarded who was fired after he refused to admit the relative of a prominent politician.
- The Sixth Circuit Appeals Court recently heard the case of Thomas J. Orr. Last summer a lower court agreed with Orr's allegation that he had been treated arbitrarily and denied procedures and due process when he was nonrenewed by the Columbus Schools.
- The cases of several Virginia and Texas educators were scheduled for federal court trials. Susan Cohen's challenge of the Chesterfield County (Va.) school board policy which requires pregnant teachers to resign during their fifth month was heard in U.S. District Court in Richmond. Mrs. Cohen is alleging that the policy discriminates against women and that she was fired arbitrarily without sound medical reasons and deprived of procedures which guarantee due process under the Fourteenth Amendment.

A federal court in Texas heard oral arguments concerning Henry Keith Sterzing's claim that he was fired two years ago in violation of his academic freedom and procedural due process rights. He had taught a six-day unit on race relations and prejudice. Trial is scheduled this month for the Ralph Bates case. Bates, who was fired for using "controversial" materials in class readings or discussions, including Hemingway's "For Whom the Bell Tolls" and the film-novel "The Midnight Cowboy," alleges his free speech and procedural due process rights have been violated.

- An Indiana business educator, Betty Mercer, has been reinstated in the Bloomington school system after state court action was taken to protest her nonrenewal without a hearing.
- A Nantucket, Massachusetts, teacher, Hannah Haynes, who had been denied tenure and a new contract for the year following her courtship with a black man whom she subsequently married, has won an out-of-court settlement which calls for her reemployment with full rights.

The NEA DuShane Emergency Fund supported all these court cases.

Teacher of the Year visits NEA Center

The 1971 National Teacher of the Year, Martha Marian Stringfellow, talks with Donald F. Wilson, president of the Association of Classroom Teachers, at an ACT reception in her honor last month at NEA Center. Mrs. Stringfellow is a first grade teacher at Lewisville Elementary School, Chester County, South Carolina. While at NEA Center, Mrs. Stringfellow said that she supports a unified teaching profession. "If we are to provide the best educational opportunities for our students and the profession," she said, "we must exercise our interest and support at each level of our professional organization."

Teacher tests . . .

(Continued from page 1)

classification" because of the disproportionate impact of such scores upon black teachers and teacher applicants. Similarly, the court held that the disproportionate increase in the percentage of white teachers and administrators while the percentage of black students increased provides substantial evidence of discrimination on the basis of race.

NEA attorneys have indicated that Judge Smith's decision will provide a legal basis against use of examinations to determine teacher competency and will have important implications in lawsuits attacking employment tests for civil service positions.

New Hampshire, Indiana teachers win 1971 Maehling Fellowships

Hilda Maehling Fellowships totaling $800 have been awarded to two classroom teacher members of NEA.

The regular Hilda Maehling Fellowship provides assistance to a classroom teacher for undertaking a project related to development of professional tools and techniques, professional improvement, or advancement of professional association work and leadership. A second award is given for a project designed to further understanding of world affairs.

The recipient of the regular award for 1971 is Edith H. Valway, a first grade teacher in the Hopkinton School District, New Hampshire. Mrs. Valway instituted a program of individualized instruction in her first grade classroom in September 1969, and since February 1970 her pupils' mothers have been assisting her in the classroom.

According to Mrs. Valway, "Without some help, an individualized program is impossible in the average-sized classroom—so I enlisted the help of the mothers." She will use her $300 award to purchase instructional materials and equipment such as tapes, filmstrips, and carrels.

A Hilda Maehling World Affairs Fellowship of $500 has been awarded to Joseph T. Krause, a high school teacher of U.S. and world history in the West Lafayette Community Schools, Indiana, to design a two-year world history program. Three semesters of the program will be devoted to different areas of the world (Near and Far East, West, Eastern Europe and Russia, Latin America, the Islamic world, sub-Saharan Africa, and India) from the beginnings of civilization until 1939. The fourth semester is to be a seminar dealing with a topic of recent world history of the student's choice.

The Hilda Maehling Fellowships have been awarded annually since the fund was established in 1959 to honor Miss Maehling, the first ACT executive secretary, now living in Terre Haute, Indiana.

nea reporter

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John M. Lumley, NEA assistant executive secretary for government relations and citizenship, retired March 1 after more than 13 years of NEA service. He had served in the cabinet-level post since 1968. For several months Dr. Lumley will continue to serve as a consultant.

names in the news

A. C. Flora High School in Columbia, South Carolina, has established a scholarship fund in memory of the late **A. C. Flora,** long-time superintendent of the Columbia Public Schools and a past NEA president and chairman of the NEA Board of Trustees. He died March 26 in Columbia. Persons wishing to make contributions to the fund may do so by mail to the A. C. Flora Scholarship Fund, A. C. Flora High School, Falcon Dr., Columbia, SC 29204.

Phares E. Reeder, for the past 28 years the executive secretary of the West Virginia Education Association, has announced his retirement effective June 30.

Wanda Walker, professor of education and psychology, Northwest Missouri State College, Maryville, was recently named Missouri Mother of the Year. Dr. Walker, mother of three children, was nominated by the Student NEA chapter of MSC. She is sponsor of the Student NEA chapter.

The NEA Board of Directors has elected the following 20 Con Con delegates for submission to the Credentials Committee: **Roger Allen, Perry Amsden, Martha Ayers, Helen Bain, Jim Baker, Catharine Barrett, Louise Bennett, Will Bollinger, Helen Case, Polo Coronado, Jim Cullen, Ellen Datcher, Gene Duckworth, Maria-Rae Glasgow, Jim Harris, Nelson Kreuze, Bill Lewis, Don McIlroy, Hazel Petrocco, and Bill Richey.**

Alternates elected by the Board are: **Ed Betts, Horace Mayo, David Sharpe, Bill Parrish, Frank Newell, Elizabeth Little, Horace Tate, Dennis Barnum, Wyley Elliott, Norman Pettigrew, Zach Henderson,** and **Thomas Womack.**

If a director is also elected as an at-large delegate from his state, he will designate in which capacity he has chosen to attend.

The NEA Executive Committee has re-elected **Wade Wilson,** Cheyney, Pennsylvania, to a two-year term as delegate to the World Confederation of Organizations of the Teaching Profession. Wilson will represent the Committee at the annual WCOTP meeting this summer in Jamaica. **Thelma Davis,** Griffin, Georgia, who is currently serving a two-year term as the other Committee representative to WCTOP, will also attend the meeting.

Katherine McCormick, a Spanish and Latin teacher at Creighton Junior High School in Jefferson County, Colorado, received the annual Colorado Education Association award in March. The award is presented to an educator or former educator who has made a lasting and significant contribution to education in Colorado.

Curtis E. Plott, assistant executive secretary, California Teachers Association/Southern Section, became executive secretary of the Illinois Education Association on April 1. He succeeds **Wayne A. Stoneking,** who is retiring from the IEA post July 1.

Special recognition was given **Forrest E. Conner,** a former St. Paul school superintendent, by the Minnesota Elementary Principals Association during the MESPA winter institute recently in St. Paul. Conner is retiring this year as executive secretary of the American Association of School Administrators.

Succeeding Conner as AASA executive secretary on July 1 is **Paul B. Salmon,** superintendent of schools in Sacramento, California.

Alice Miel, former president of the Association for Supervision and Curriculum Development, is retiring in June as professor of education, Teachers College, Columbia University. Among activities honoring her will be a conference in Puerto Rico in June sponsored by Project Milestone, which is committed to the advancement of curriculum and supervision to change and improve the human condition.

Drafting Committee report

Con Con proposed drafts presented

On May 2, the Drafting Committee for the NEA Constitutional Convention completed its proposed draft of governance documents. Drafting Committee Chairman Gene R. Duckworth called the proposals "a beginning . . . . we submit these documents fully realizing that they are subject to change during the debates and decisions at the Constitutional Convention."

Con Con opens with an organizing session in Detroit July 3, then reconvenes at Colorado State University July 17.

The Drafting Committee's proposals include a proposed constitution (starting below on this page), a rationale for the proposals (starting at the top of page 5), and proposals for changes in some NEA Bylaws (on page 7).

In addition, the committee has proposed a time schedule for implementation of the new documents (see page 7).

In submitting the proposed documents, Duckworth explained the Drafting Committee's role as follows:

"In July 1970, the Representative Assembly adopted the Enabling Act for the NEA Constitutional Convention. The Drafting Committee convened in October of that year to begin the fulfillment of its charge to prepare a proposed draft of a constitution for the delegates to the Constitutional Convention.

"In part, the plan called for a document resulting from broadly based input. To meet this requirement, the committee held hearings in 12 locations across the nation. The hearings generated over 2,000 pages of testimony, reflecting views of representatives from all categories of membership and numerous documents from affiliated organizations. This grass roots involvement was invaluable in constructing the proposed draft.

"Following the hearings, the committee cataloged the material, worked on various aspects in subcommittees, and then met to draw together the elements into a proposed draft. During this period, contact was made with legal and constitutional experts for their advice in developing a final document.

"In addition to the proposed draft, the committee prepared a rationale and an implementation schedule for the proposed draft and recommended changes in the existing Bylaws of the NEA. While the above information was not required by the Enabling Act, the Drafting Committee felt it would provide the reader and delegate alike with an insight into the complexities of drafting a constitution.

"The Drafting Committee examined, analyzed, and debated numerous suggestions and proposals. The rationale is intended to provide some insight regarding the deliberations of the committee in its decision-making process. In most instances broad concepts are cited to demonstrate the scope of the proposals considered.

"The schedule contains the provisions for the implementation of the proposed draft. It sets an effective date of the proposed constitution and describes the means of transition. The suggested Bylaw changes provide the means of transition. The Drafting Committee has recommended several changes necessary to the existing Bylaws to carry out the proposed changes of the draft they prepared.

"The Drafting Committee has been a hard-working committee, devoted to the Representative Assembly's charge of preparing a proposed draft for the Constitutional Convention delegates. I am sure that as Committee members have debated and decided positions for the proposal, they have viewed it as a draft—a beginning. From this viewpoint, we submit these documents fully realizing that they are subject to change during the debates and decisions at the Constitutional Convention."

Proposed Constitution

National Education Association of the United States

PREAMBLE

The National Education Association of the United States, in order to promote and advance the interests of educators, to promote the cause of education in the United States, to provide a unified governance of the profession, and to protect the rights of its members, does hereby adopt the following Constitution and Bylaws.

ARTICLE I—NAME AND PURPOSE

Section 1

The name of this corporation shall be "National Education Association of The United States."

Section 2

Pursuant to its Charter, the purpose and objectives of the Association shall be to elevate the character and advance the interests of educators and to promote the cause of education and educators in The United States.

Section 3

The Association shall be governed by its Charter, this Constitution, and such Bylaws as the Representative Assembly may adopt consistent therewith.

ARTICLE II—MEMBERSHIP

Section 1

(a) Membership shall be open to persons actively engaged in the profession of teaching or other educational work or persons interested in advancing the cause of education who shall agree to subscribe to the purposes and objectives of the Association and abide by its Constitution and Bylaws.

(b) An application for membership shall be subject to review as provided by the Board of Directors.

(c) Adherence to the Code of Ethics of the Education Profession, as adopted by the Association, shall be a condition of membership.

Section 2

(a) Membership in the Association shall consist of a class of active members and such other classes as may be provided in the Bylaws.

(b) No person shall be eligible for active membership who meets the qualifications of any other class of membership.

Section 3

(a) All members shall be eligible to receive special services, assistance in protection of rights, and the reports and publications of the Association.

(b) Only active members shall have the right to vote and hold elective office, but all members shall be eligible to hold appointive positions in the Association.

Section 4

All right, title, and interest, both legal and equitable, of a member in and to the property of the Association shall end upon the termination of his membership for any reason.

ARTICLE III—THE REPRESENTATIVE ASSEMBLY

Section 1

(a) There shall be a Representative Assembly composed of delegates apportioned among the local and state affiliates by allocating one delegate for each ratio or major fraction thereof based upon the number of active members enrolled in each state. The ratio of delegates shall be determined every two years by dividing the total active membership of the Association by 5,000.

(b) State and local affiliates cooperatively shall:

(1) Create election districts of local affiliates, or where necessary, combinations of local affiliates for the purpose of electing 90% of the state's quota of delegates. The state affiliate shall elect the remaining 10% of the apportioned delegates and any district delegates who for any reason may not have been elected by the 30th of April, except that no state affiliate shall have fewer than one (1) delegate.

(2) Provide for election procedures for delegates to the Representative Assembly which shall comply with the provisions of this Constitution and which shall insure proper representation of racial and ethnic minorities.

(3) Insure that the procedures for the election of delegates are widely publicized in advance.

Section 2

The Representative Assembly shall meet annually at the time and place of the annual meeting of the Association.

Section 3

Only an active member who is a member of the unit he represents may be elected a delegate, and he will have the obligation to attend the annual meeting.

Section 4

Delegates to the Representative Assembly will be elected for a two-year staggered term and may serve two consecutive terms.

Section 5

The Representative Assembly shall have the power and the duty to:

(a) establish Association policy and goals

(b) elect the officers of the Association

(c) approve the annual budget

(d) fix the amount of the annual dues or fees

(e) adopt the rules governing its annual meeting

(f) enact such other rules and regulations not in conflict with this Constitution or Bylaws which may be necessary to carry out the purposes of the Association

(g) exercise final authority in all matters of the Association not otherwise delegated by the Constitution and Bylaws.

Section 6

The Standing Committees of the Association of the Representative Assembly shall consist of committees on Bylaws and Rules, Credentials, Elections, Resolutions, and Budget.

ARTICLE IV—OFFICERS

Section 1

The officers of the Association shall be: President, Vice-President, Secretary-Treasurer, and members of the Board of Directors. Their terms of office shall begin at the close of the annual meeting, and they shall remain in office until their successors are elected and qualified.

Section 2

A candidate for office shall have been an active member of the Association for the five (5) year period immediately preceding his election.

Section 3

The Executive Committee of the Association shall consist of the President, Vice-President, and Secretary-Treasurer. The duties of the Executive Committee shall be limited to conferring among themselves on matters of concern to the Association.

Section 4

The President and Vice-President shall be nominated and elected by the Representative Assembly, in accordance with the requirements set forth in the Bylaws or Rules. The Vice-President shall succeed to the office of President at the close of his term. In the event of the death, resignation, or incapacitation of the Vice-President and/or Secretary-Treasurer, the Board of Directors shall elect successors to serve until the next meeting of the Representative Assembly.

Section 5

The president shall have the power and duty to:

(a) serve as the presiding officer, policy leader, and spokesman of the Association

(b) serve as ex-officio member of all committees and program councils

(c) appoint the chairmen and members of all committees and program councils subject to the ratification of the Board of Directors

(d) appoint members of the Professional Appeal Board subject to the ratification of the Representative Assembly

(e) prepare the program for the annual meeting of the Association and the agendas for the governing bodies of the Association

(f) call meetings of the Board of Directors

(g) administer the budget of the President's office and the Board of Directors

(h) employ an administrative assistant as a member of his personal staff, responsible to him

(i) serve as an ex-officio delegate with voting status to the Representative Assembly

(j) perform other duties customary to the office.

Section 6

The Vice-President shall have the power and duty to:

(a) serve as a voting member of the Board of Directors

(b) serve for the President in the absence of the President

(c) assume the duties of the President if the Board of Directors has determined that the President is incapacitated or assume the presidency upon resignation, death, or impeachment of the President

(d) serve as an ex-officio delegate with voting status to the Representative Assembly

(e) serve as an ex-officio member without voting status on program councils

(f) perform duties customary to the office.

Section 7

The Secretary-Treasurer shall have the power and duty to:

(a) receive and be responsible for the safekeeping

CON CON proposals

Rationale for the proposed changes

ARTICLE II—MEMBERSHIP

Section 1

Because of the state legislative developments in the area of negotiations, the composition of membership in the Association, the increasing motivation toward self-determination within the profession, and the need for clear voices of the profession to be heard and identified, the prevailing sentiment in the Drafting Committee was that governance should be the prerogative of those defined as active members; consequently, a category for administrative membership was established. A staff membership category was established to clearly delineate the distinction between establishing policy and administering policy. Both administrators and staff members are taken out of governance but are given full protection and the full range of special services.

The auxiliary membership category was established to provide a link with supportive personnel. The avenue of department structure provided in Article VI, Section 10, offers this class of membership and others who desired the opportunity to develop its unique programs to meet its needs within the structure of the Association.

By providing for appointment of any member on a committee or sub-group, the Association retains the availability of a wide perspective from individuals of all membership classification.

ARTICLE III—THE REPRESENTATIVE ASSEMBLY

This article delineates the line of accountability between the governance bodies and fixes corporate responsibility. while eliminating overlapping structure and function.

The size of the Representative Assembly is limited for the efficient operation of the main policy-making body of the Association. To insure representative democracy and accountability, the delegates to the Representative Assembly must be elected by a definable constituency and in a democratic fashion. To provide continuity, delegates are elected for two (2)-year terms.

Section 5 established the Representative Assembly as the legislative organization of the Association.

Existing Standing Committees continue to function to facilitate the business of the Representative Assembly. A task-oriented Resolution Committee of reduced size will have assignments providing it exposure to Association membership and meetings in order to gain insight into concerns and the substance of issues and to receive input from the membership.

ARTICLE IV—OFFICERS

Section 1

The titles of the officers have been maintained to be consistent with the charter.

Section 3

The title, Executive Committee, is maintained to be consistent with the charter. The function of the Executive Committee is so described to preclude multiple interim governing bodies since Article IV, Section 10(a), establishes the Board of Directors as *the* interim governing body of the Association.

Section 5

The proposed draft reflects no change in the term of the President or Vice-President. The Vice-President continues to be the President-elect. The two-year time span for President-elect and President is desirable from an organizational point of view. The two-year period makes it possible for more eligible candidates, inasmuch as a longer term would preclude some members, particularly women and minority members, from becoming candidates. Inasmuch as the past president has no specific duties, the office of Past President has been eliminated. The term of office of Secretary-Treasurer and the potential for consecutive terms relates directly to the responsibilties assigned this office in Article IV, Section 8.

Section 6

The powers and duties assigned to the President have strengthened and clarified his role as policy leader.

Section 7

The Secretary-Treasurer is perceived as an independent agent of the Representative Assembly, particularly as the duties of this office relate to overseeing the financial aspects of the Association. This office is designed as a full-time, salaried position with the right to all information concerning budget and other financial matters. It carries the obligation to report to the Board of Directors and the Representative Assembly.

(Continued on next page)

CON CON proposals

Continued from preceding page

a member of a racial or ethnic minority and shall have been nominated by the minority delegates of the region.

Section 9

The Board of Directors shall have the power and duties to:

(a) function for the Association in the interim between annual meetings of the Representative Assembly

(b) act as the corporate body

(c) provide for the entry into and execution of contracts and agreements in the name of the Association

(d) propose the annual budget

(e) fill vacancies that may occur on the Board until the next meeting of the Representative Assembly

(f) determine the salaries of the President, Vice-President, and Secretary-Treasurer. These salaries are not to be increased or decreased during the term of office for which they were elected

(g) determine the salaries of the members of the Professional Appeal Board. These salaries shall be the same for all members and a members' salary shall not be decreased during his tenure of office

(h) fix the compensation of staff and other personnel

(i) establish rules governing its meetings and procedures

(j) acquire by every legal means, title to every species of property, real, personal or leased; to hold and enjoy the same at pleasure, to give, donate, dispose of, sell, transfer, assign, mortgage, or pledge same; to receive and apply all bequests, grants and donations; to bind and obligate the Association to every lawful manner, provided that any action taken under this sub-section shall require a two-thirds (⅔) majority vote of the voting membership of the Board of Directors

(k) authorize any and all suits filed in the name of the Association

(l) meet no less than six (6) times annually at such times and places as may be determined

(m) expedite the work of the Association in accordance with the Constitution and Bylaws, provide for the implementation of policies established by the Representative Assembly, and execute the rulings of the Professional Appeal Board

(n) set the time and place of the annual meeting of the Representative Assembly

(o) authorize publications of the Association

(p) receive and provide for submission to the Representative Assembly reports of the Executive Director, the Secretary-Treasurer, committees, and program councils, together with its recommendations with respect thereto

(q) outline requirements for affiliation and membership and establish procedures for censure, suspension, expulsion, impeachment, disaffiliation, and reinstatement. The Board of Directors shall establish procedures for the protection of members' rights.

Section 10

The Board of Directors shall appoint an Executive Director whose responsibilities shall be to:

(a) supervise and coordinate the administrative, financial, and other activities of the Association

(b) serve as the chief administrative officer of the Association and to employ and direct its staff, except those employed on the staff of officers

(c) provide for maintenance of the records of official meetings

(d) attend all meetings of the Representative Assembly and the Board of Directors

(e) render such reports as may be required by the Representative Assembly, the Board of Directors, and the President.

ARTICLE V—JUDICIAL

Section 1

(a) Judicial powers of the Association shall be vested in a Professional Appeal Board including such sub-boards as it may create from its own members. The judicial power of the Board shall extend to all cases arising under the Constitution, the Bylaws, the Code of Ethics, and all other matters necessary for the protection and enhancement of the Association. A member of the Board at the expiration of his term shall be retained for a like term if the Representative Assembly meeting at the time of or immediately preceding the expiration of his term shall have voted by a majority vote for his retention. The Professional Appeal Board shall act as an appellate board in matters initiated at the local or state level.

(b) The Professional Appeal Board shall sit as a whole on appeals dealing with impeachment of officers, actions of the Representative Assembly, the Board of Directors, and disaffiliation proceedings of state or local associations.

(c) Appointees to the Professional Appeal Board must have been active members of the Association for a minimum of five years prior to appointment.

(d) A member of the Professional Appeal Board may not hold any other position in the profession or Association, accept any honorarium from any source within the profession, or be paid fees other than salary and expenses, and he may not be otherwise employed during his tenure as a member of the Board.

ARTICLE VI—IMPEACHMENTS

Section 1

(a) Officers of the Association and members of the Professional Appeal Board may be impeached for violation of the Code of Ethics of the Teaching Profession, malfeasance in office, incompetency, or serious neglect of duty.

(b) Impeachment proceedings directed against an officer may be initiated by the written petition of a majority of the members of the Board of Directors. Impeachment proceedings against a member of the Professional Appeal Board may be initiated by the written petition of a majority of the members of the Professional Appeal Board.

(c) Upon the impeachment of an officer, a two-thirds (⅔) vote of the Professional Appeal Board shall be sufficient to convict and to remove him from office.

(d) Upon the impeachment of a member of the Professional Appeal Board, a two-thirds (⅔) vote of the Board of Directors shall be sufficient to convict and to remove him from office.

ARTICLE VII—ORGANIZATION

Section 1

(a) Affiliation shall mean a relationship based on reciprocal, contractual determinations. A local or state association may become affiliated with the Association when it has met the minimum standards for affiliation and evidenced its prior agreement with the provisions of the Constitution, Bylaws, and requirements of eligibility which shall include the areas of governance, program, and membership rights. Affiliation shall be on a continuing basis unless the association is subsequently disqualified.

(b) Pursuant to procedures recommended by the Board of Directors and established by the Representative Assembly, the Board of Directors shall have power to approve, censure, suspend, expel, or reinstate an affiliated association as provided by the Bylaws.

(c) The Affiliated association shall establish and maintain programs which carry out the responsibilities of the united profession that are appropriate to its level in the structure of the organization.

Section 2

(a) Affiliates of the Association shall consist of two classes: State and Local.

(b) State associations, the District of Columbia, Commonwealths, the Overseas Education Association, Bureau of Indian Affairs Educators, and Guam, or comparable associations as defined in the Bylaws, shall be designated as state affiliates.

(c) Local associations located within a city, county, or other local school administrative unit or combinations of such local school administrative units, shall be designated as local affiliates.

(*Continued on next page*)

Drafting Committee report

Con Con proposed drafts presented

On May 2, the Drafting Committee for the NEA Constitutional Convention completed its proposed draft of governance documents. Drafting Committee Chairman Gene R. Duckworth called the proposals "a beginning . . . . we submit these documents fully realizing that they are subject to change during the debates and decisions at the Constitutional Convention."

Con Con opens with an organizing session in Detroit July 3, then reconvenes at Colorado State University July 17.

The Drafting Committee's proposals include a proposed constitution (starting below on this page), a rationale for the proposals (starting at the top of page 5), and proposals for changes in some NEA Bylaws (on page 7).

In addition, the committee has proposed a time schedule for implementation of the new documents (see page 7).

In submitting the proposed documents, Duckworth explained the Drafting Committee's role as follows:

"In July 1970, the Representative Assembly adopted the Enabling Act for the NEA Constitutional Convention. The Drafting Committee convened in October of that year to begin the fulfillment of its charge to prepare a proposed draft of a constitution for the delegates to the Constitutional Convention.

"In part, the plan called for a document resulting from broadly based input. To meet this requirement, the committee held hearings in 12 locations across the nation. The hearings generated over 2,000 pages of testimony, reflecting views of representatives from all categories of membership and numerous documents from affiliated organizations. This grass roots involvement was invaluable in constructing the proposed draft.

"Following the hearings, the committee cataloged the material, worked on various aspects in subcommittees, and then met to draw together the elements into a proposed draft. During this period, contact was made with legal and constitutional experts for their advice in developing a final document.

"In addition to the proposed draft, the committee prepared a rationale and an implementation schedule for the proposed draft and recommended changes in the existing Bylaws of the NEA. While the above information was not required by the Enabling Act, the Drafting Committee felt it would provide the reader and delegate alike with an insight into the complexities of drafting a constitution.

"The Drafting Committee examined, analyzed, and debated numerous suggestions and proposals. The rationale is intended to provide some insight regarding the deliberations of the committee in its decision-making process. In most instances broad concepts are cited to demonstrate the scope of the proposals considered.

"The schedule contains the provisions for the implementation of the proposed draft. It sets an effective date of the proposed constitution and describes the means of transition. The suggested Bylaw changes provide the means of transition. The Drafting Committee has recommended several changes necessary to the existing Bylaws to carry out the proposed changes of the draft they prepared.

"The Drafting Committee has been a hard-working committee, devoted to the Representative Assembly's charge of preparing a proposed draft for the Constitutional Convention delegates. I am sure that as Committee members have debated and decided positions for the proposal, they have viewed it as a draft—a beginning. From this viewpoint, we submit these documents fully realizing that they are subject to change during the debates and decisions at the Constitutional Convention."

Proposed Constitution

National Education Association of the United States

PREAMBLE

The National Education Association of the United States, in order to promote and advance the interests of educators, to promote the cause of education in the United States, to provide a unified governance of the profession, and to protect the rights of its members, does hereby adopt the following Constitution and Bylaws.

ARTICLE I—NAME AND PURPOSE

Section 1

The name of this corporation shall be "National Education Association of The United States."

Section 2

Pursuant to its Charter, the purpose and objectives of the Association shall be to elevate the character and advance the interests of educators and to promote the cause of education and educators in The United States.

CON CON proposals

Section 3

The Association shall be governed by its Charter, this Constitution, and such Bylaws as the Representative Assembly may adopt consistent therewith.

ARTICLE II—MEMBERSHIP

Section 1

(a) Membership shall be open to persons actively engaged in the profession of teaching or other educational work or persons interested in advancing the cause of education who shall agree to subscribe to the purposes and objectives of the Association and abide by its Constitution and Bylaws.

(b) An application for membership shall be subject to review as provided by the Board of Directors.

(c) Adherence to the Code of Ethics of the Education Profession, as adopted by the Association, shall be a condition of membership.

Section 2

(a) Membership in the Association shall consist of a class of active members and such other classes as may be provided in the Bylaws.

(b) No person shall be eligible for active membership who meets the qualifications of any other class of membership.

Section 3

(a) All members shall be eligible to receive special services, assistance in protection of rights, and the reports and publications of the Association.

(b) Only active members shall have the right to vote and hold elective office, but all members shall be eligible to hold appointive positions in the Association.

Section 4

All right, title, and interest, both legal and equitable, of a member in and to the property of the Association shall end upon the termination of his membership for any reason.

ARTICLE III—THE REPRESENTATIVE ASSEMBLY

Section 1

(a) There shall be a Representative Assembly composed of delegates apportioned among the local and state affiliates by allocating one delegate for each ratio or major fraction thereof based upon the number of active members enrolled in each state. The ratio of delegates shall be determined every two years by dividing the total active membership of the Association by 5,000.

(b) State and local affiliates cooperatively shall:

(1) Create election districts of local affiliates, or where necessary, combinations of local affiliates for the purpose of electing 90% of the state's quota of delegates. The state affiliate shall elect the remaining 10% of the apportioned delegates and any district delegates who for any reason may not have been elected by the 30th of April, except that no state affiliate shall have fewer than one (1) delegate.

(2) Provide for election procedures for delegates to the Representative Assembly which shall comply with the provisions of this Constitution and which shall insure proper representation of racial and ethnic minorities.

(3) Insure that the procedures for the election of delegates are widely publicized in advance.

Section 2

The Representative Assembly shall meet annually at the time and place of the annual meeting of the Association.

Section 3

Only an active member who is a member of the unit he represents may be elected a delegate, and he will have the obligation to attend the annual meeting.

Section 4

Delegates to the Representative Assembly will be elected for a two-year staggered term and may serve two consecutive terms.

Section 5

The Representative Assembly shall have the power and the duty to:

(a) establish Association policy and goals

(b) elect the officers of the Association

(c) approve the annual budget

(d) fix the amount of the annual dues or fees

(e) adopt the rules governing its annual meeting

(f) enact such other rules and regulations not in conflict with this Constitution or Bylaws which may be necessary to carry out the purposes of the Association

(g) exercise final authority in all matters of the Association not otherwise delegated by the Constitution and Bylaws.

Section 6

The Standing Committees of the Association of the Representative Assembly shall consist of committees on Bylaws and Rules, Credentials, Elections, Resolutions, and Budget.

ARTICLE IV—OFFICERS

Section 1

The officers of the Association shall be: President, Vice-President, Secretary-Treasurer, and members of the Board of Directors. Their terms of office shall begin at the close of the annual meeting, and they shall remain in office until their successors are elected and qualified.

Section 2

A candidate for office shall have been an active member of the Association for the five (5) year period immediately preceding his election.

Section 3

The Executive Committee of the Association shall consist of the President, Vice-President, and Secretary-Treasurer. The duties of the Executive Committee shall be limited to conferring among themselves on matters of concern to the Association.

Section 4

The President and Vice-President shall be nominated and elected by the Representative Assembly, in accordance with the requirements set forth in the Bylaws or Rules. The Vice-President shall succeed to the office of President at the close of his term. In the event of the death, resignation, or incapacitation of the Vice-President and/or Secretary-Treasurer, the Board of Directors shall elect successors to serve until the next meeting of the Representative Assembly.

Section 5

The president shall have the power and duty to:

(a) serve as the presiding officer, policy leader, and spokesman of the Association

(b) serve as ex-officio member of all committees and program councils

(c) appoint the chairmen and members of all committees and program councils subject to the ratification of the Board of Directors

(d) appoint members of the Professional Appeal Board subject to the ratification of the Representative Assembly

(e) prepare the program for the annual meeting of the Association and the agendas for the governing bodies of the Association

(f) call meetings of the Board of Directors

(g) administer the budget of the President's office and the Board of Directors

(h) employ an administrative assistant as a member of his personal staff, responsible to him

(i) serve as an ex-officio delegate with voting status to the Representative Assembly

(j) perform other duties customary to the office.

Section 6

The Vice-President shall have the power and duty to:

(a) serve as a voting member of the Board of Directors

(b) serve for the President in the absence of the President

(c) assume the duties of the President if the Board of Directors has determined that the President is incapacitated or assume the presidency upon resignation, death, or impeachment of the President

(d) serve as an ex-officio delegate with voting status to the Representative Assembly

(e) serve as an ex-officio member without voting status on program councils

(f) perform duties customary to the office.

Section 7

The Secretary-Treasurer shall have the power and duty to:

(a) receive and be responsible for the safekeeping

Rationale for the proposed changes

ARTICLE II—MEMBERSHIP

Section 1

Because of the state legislative developments in the area of negotiations, the composition of membership in the Association, the increasing motivation toward self-determination within the profession, and the need for clear voices of the profession to be heard and identified, the prevailing sentiment in the Drafting Committee was that governance should be the prerogative of those defined as active members; consequently, a category for administrative membership was established. A staff membership category was established to clearly delineate the distinction between establishing policy and administering policy. Both administrators and staff members are taken out of governance but are given full protection and the full range of special services.

The auxiliary membership category was established to provide a link with supportive personnel. The avenue of department structure provided in Article VI, Section 10, offers this class of membership and others who desired the opportunity to develop its unique programs to meet its needs within the structure of the Association.

By providing for appointment of any member on a committee or sub-group, the Association retains the availability of a wide perspective from individuals of all membership classification.

ARTICLE III—THE REPRESENTATIVE ASSEMBLY

This article delineates the line of accountability between the governance bodies and fixes corporate responsibility. while eliminating overlapping structure and function.

The size of the Representative Assembly is limited for the efficient operation of the main policy-making body of the Association. To insure representative democracy and accountability, the delegates to the Representative Assembly must be elected by a definable constituency and in a democratic fashion. To provide continuity, delegates are elected for two (2)-year terms.

Section 5 established the Representative Assembly as the legislative organization of the Association.

Existing Standing Committees continue to function to facilitate the business of the Representative Assembly. A task-oriented Resolution Committee of reduced size will have assignments providing it exposure to Association membership and meetings in order to gain insight into concerns and the substance of issues and to receive input from the membership.

ARTICLE IV—OFFICERS

Section 1

The titles of the officers have been maintained to be consistent with the charter.

Section 3

The title, Executive Committee, is maintained to be consistent with the charter. The function of the Executive Committee is so described to preclude multiple interim governing bodies since Article IV, Section 10(a), establishes the Board of Directors as *the* interim governing body of the Association.

Section 5

The proposed draft reflects no change in the term of the President or Vice-President. The Vice-President continues to be the President-elect. The two-year time span for President-elect and President is desirable from an organizational point of view. The two-year period makes it possible for more eligible candidates, inasmuch as a longer term would preclude some members, particularly women and minority members, from becoming candidates. Inasmuch as the past president has no specific duties, the office of Past President has been eliminated. The term of office of Secretary-Treasurer and the potential for consecutive terms relates directly to the responsibilties assigned this office in Article IV, Section 8.

Section 6

The powers and duties assigned to the President have strengthened and clarified his role as policy leader.

Section 7

The Secretary-Treasurer is perceived as an independent agent of the Representative Assembly, particularly as the duties of this office relate to overseeing the financial aspects of the Association. This office is designed as a full-time, salaried position with the right to all information concerning budget and other financial matters. It carries the obligation to report to the Board of Directors and the Representative Assembly.

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CON CON proposals

Continued from preceding page

and accounting of all funds

(b) serve as an ex-officio member of the Budget Committee without vote

(c) keep the official seal of the Association

(d) provide for maintenance of records of official meetings not otherwise provided

(e) compile, maintain, and distribute all official minutes and records of the Board of Directors and Representative Assembly

(f) make annual financial reports as required by the Board of Directors

(g) perform the duties consistent with his position as may be assigned to him from time to time by the President or the Board of Directors.

Section 8

Board of Directors:

(a) The Board of Directors shall be composed of the President, the Vice-President, the Secretary-Treasurer, and four Directors from each of eleven (11) regions of the Association, elected by the delegates of the Representative Assembly according to the procedures established in the Bylaws; provided that at least one Director from each region shall be a member of a racial or ethnic minority and shall have been nominated by the minority delegates of the region.

Section 9

The Board of Directors shall have the power and duties to:

(a) function for the Association in the interim between annual meetings of the Representative Assembly

(b) act as the corporate body

(c) provide for the entry into and execution of contracts and agreements in the name of the Association

(d) propose the annual budget

(e) fill vacancies that may occur on the Board until the next meeting of the Representative Assembly

(f) determine the salaries of the President, Vice-President, and Secretary-Treasurer. These salaries are not to be increased or decreased during the term of office for which they were elected

(g) determine the salaries of the members of the Professional Appeal Board. These salaries shall be the same for all members and a members' salary shall not be decreased during his tenure of office

(h) fix the compensation of staff and other personnel

(i) establish rules governing its meetings and procedures

(j) acquire by every legal means, title to every species of property, real, personal or leased; to hold and enjoy the same at pleasure, to give, donate, dispose of, sell, transfer, assign, mortgage, or pledge same; to receive and apply all bequests, grants and donations; to bind and obligate the Association to every lawful manner, provided that any action taken under this sub-section shall require a two-thirds (⅔) majority vote of the voting membership of the Board of Directors

(k) authorize any and all suits filed in the name of the Association

(l) meet no less than six (6) times annually at such times and places as may be determined

(m) expedite the work of the Association in accordance with the Constitution and Bylaws, provide for the implementation of policies established by the Representative Assembly, and execute the rulings of the Professional Appeal Board

(n) set the time and place of the annual meeting of the Representative Assembly

(o) authorize publications of the Association

(p) receive and provide for submission to the Representative Assembly reports of the Executive Director, the Secretary-Treasurer, committees, and program councils, together with its recommendations with respect thereto

(q) outline requirements for affiliation and membership and establish procedures for censure, suspension, expulsion, impeachment, disaffiliation, and reinstatement. The Board of Directors shall establish procedures for the protection of members' rights.

Section 10

The Board of Directors shall appoint an Executive Director whose responsibilities shall be to:

(a) supervise and coordinate the administrative, financial, and other activities of the Association

(b) serve as the chief administrative officer of the Association and to employ and direct its staff, except those employed on the staff of officers

(c) provide for maintenance of the records of official meetings

(d) attend all meetings of the Representative Assembly and the Board of Directors

(e) render such reports as may be required by the Representative Assembly, the Board of Directors, and the President.

ARTICLE V—JUDICIAL

Section 1

(a) Judicial powers of the Association shall be vested in a Professional Appeal Board including such sub-boards as it may create from its own members. The judicial power of the Board shall extend to all cases arising under the Constitution, the Bylaws, the Code of Ethics, and all other matters necessary for the protection and enhancement of the Association. A member of the Board at the expiration of his term shall be retained for a like term if the Representative Assembly meeting at the time of or immediately preceding the expiration of his term shall have voted by a majority vote for his retention. The Professional Appeal Board shall act as an appellate board in matters initiated at the local or state level.

(b) The Professional Appeal Board shall sit as a whole on appeals dealing with impeachment of officers, actions of the Representative Assembly, the Board of Directors, and disaffiliation proceedings of state or local associations.

(c) Appointees to the Professional Appeal Board must have been active members of the Association for a minimum of five years prior to appointment.

(d) A member of the Professional Appeal Board may not hold any other position in the profession or Association, accept any honorarium from any source within the profession, or be paid fees other than salary and expenses, and he may not be otherwise employed during his tenure as a member of the Board.

ARTICLE VI—IMPEACHMENTS

Section 1

(a) Officers of the Association and members of the Professional Appeal Board may be impeached for violation of the Code of Ethics of the Teaching Profession, malfeasance in office, incompetency, or serious neglect of duty.

(b) Impeachment proceedings directed against an officer may be initiated by the written petition of a majority of the members of the Board of Directors. Impeachment proceedings against a member of the Professional Appeal Board may be initiated by the written petition of a majority of the members of the Professional Appeal Board.

(c) Upon the impeachment of an officer, a two-thirds (⅔) vote of the Professional Appeal Board shall be sufficient to convict and to remove him from office.

(d) Upon the impeachment of a member of the Professional Appeal Board, a two-thirds (⅔) vote of the Board of Directors shall be sufficient to convict and to remove him from office.

ARTICLE VII—ORGANIZATION

Section 1

(a) Affiliation shall mean a relationship based on reciprocal, contractual determinations. A local or state association may become affiliated with the Association when it has met the minimum standards for affiliation and evidenced its prior agreement with the provisions of the Constitution, Bylaws, and requirements of eligibility which shall include the areas of governance, program, and membership rights. Affiliation shall be on a continuing basis unless the association is subsequently disqualified.

(b) Pursuant to procedures recommended by the Board of Directors and established by the Representative Assembly, the Board of Directors shall have power to approve, censure, suspend, expel, or reinstate an affiliated association as provided by the Bylaws.

(c) The Affiliated association shall establish and maintain programs which carry out the responsibilities of the united profession that are appropriate to its level in the structure of the organization.

Section 2

(a) Affiliates of the Association shall consist of two classes: State and Local.

(b) State associations, the District of Columbia, Commonwealths, the Overseas Education Association, Bureau of Indian Affairs Educators, and Guam, or comparable associations as defined in the Bylaws, shall be designated as state affiliates.

(c) Local associations located within a city, county, or other local school administrative unit or combinations of such local school administrative units, shall be designated as local affiliates.

(*Continued on next page*)

Rationale for the proposed changes

(Cont. from preceding page)

Section 8 Board of Directors. The Committee viewed the function of the Board of Directors to be to serve as *the* interim governing board between annual meetings. The Board is to be accountable to the Representative Assembly.

The Board of Directors, as established, provides for broad representation of members' interests with a national orientation. It provides maximum opportunity for debate, coordination of policy-making efforts, detailed discussion of organization issues. It is small enough to meet frequently and to provide a simple, efficient method of governing. The proposed Representative Assembly and Board of Directors replaces the present three (3) separately constituted governing bodies with two (2) integrated bodies. The Board of Directors is designated as the corporate body of the Association.

The Committee felt that at least one minority representative nominated by the minority in each of the NEA regions was the most equitable method of realizing the Association's responsibility to include minority representation in all levels of governance.

Section 10. Executive Director. The Executive Director is clearly designated as the chief administrative officer. He shall be responsible for the employment, direction, and performance of staff. The use of staff shall be coordinated through his office.

ARTICLE V—JUDICIAL PROCEDURES

Section 1

The Association needs an agency for the resolution of its internal disputes. Disputes among members, affiliates, officers, or agencies of the Association will receive a fair, impartial determination before a salaried, full-time board with sufficient tenure of office to remove it from undue influence of individuals in power or personal political considerations.

ARTICLE VI—IMPEACHMENT PROCEDURES

The terms of various officers and, in particular, the terms of the Professional Appeal Board, are for an extended duration. Procedures are provided for their removal for cause.

ARTICLE VII—ORGANIZATION

Section 1

The establishment of local and state affiliated status provides organizational, nationwide standards for quality of performance and program by assigning authority and responsibility in program, governance, and structure. Open elections and secret balloting become constitutional guarantees. This status allows for emergence of affiliates based on local determination and encourages organization of university and college staff.

The local association shall be the focus of the Association structure. All services and functions of the Association and its affiliates shall be to serve the needs of the membership at the local level. The local unit's function is determined by individual members; increased appropriate specialization at the state and local levels will be established. The autonomy of affiliates and the needs of individual members are met through the establishment of minimum criteria for affiliation. In order to fully protect the rights of members, the Association remains an organization of individual, unified membership.

Section 6

Three (3) working units are provided to facilitate the organizational efforts of the Association. Standing Committees, as previously noted, function to facilitate the business of the Representative Assembly. Program Councils are directly accountable to the Board of Directors. The task of Program Councils is to accomplish specific goals of the Association as charged by the Board of Directors in order to implement the policies and mandates of the Representative Assembly. Special Committees are established by the President to accomplish other tasks as needs arise.

Section 8

Departments of the Association are designed to eliminate as much of the duplication of effort, services, and activity in the structure of the Association as is possible. The goals of a department which focus on the unique or specialized needs of its members are pursued on a self-sustaining basis. However, departmental activities may be a vehicle through which Association programs can be achieved. In such cases, funding will be by project or program contracts between the Association and its departments, which provides for accountability through the Board of Directors to the Representative Assembly.

ARTICLE VIII

The creation of three (3) distinct funds attempts to define the fiscal needs of the Association in accord with function. The concept presented here is the complete extension of programmed budgeting including provisions to fund programs, to meet contingencies, and to protect the property of the Association. # #

CONSTITUTIONAL CONVENTION

Events calendar

June 28—2-4 p.m. Cobo Hall, Detroit. Hearing on proposed rules for Constitutional Convention.

June 30 — 4-5:30 p.m. Cobo Hall. Credentials Committee open hearing.

July 3—9 a.m. Cobo Hall. Organizational meeting. Chairman Pro Tem Irvamae Applegate. Credentials Committee report (seating of delegates).

Steering Committee report on proposed rules (adoption of convention rules).

Election of officers (Chairman, 1st Vice Chairman, 2nd Vice Chairman, and Secretary).

July 17 — Colorado State University, Fort Collins, Colorado.

General session — 10 a.m.

CON CON proposals

Continued from preceding page

(d) A local association shall be interpreted to mean any local organization of persons qualified for membership in this Association under the Bylaws. The Board of Directors shall not affiliate more than one local association within the same jurisdictional boundaries, and where two (2) or more local associations would qualify for affiliation in the same jurisdiction, preference shall be given to that local organization with the most members who qualify for active membership in the Association.

Section 3

In the Association and in all affiliated associations the composition of committees, program councils, departments, governing bodies, and other sub-groups shall be as follows:

(a) at least 80 percent (80%) classroom teachers, where applicable.

(b) ethnic and racial minority representation at least proportionate to the minority membership in the unit.

Section 4

The Association and each affiliated association shall guarantee to each active member a secret ballot and open nomination. No active member shall be denied the opportunity to vote, seek office, or otherwise participate in the affairs of the Association because of the size of his local unit.

Section 5

(a) The Board of Directors shall recommend minimum standards of affiliation to the Representative Assembly for its adoption.

(b) The Board of Directors shall establish procedures for the continuing affiliation of associations, with provisions for reciprocal evaluation by state and local affiliates of adherence to the standards.

Section 6

The Board of Directors shall establish program councils as provided in the Bylaws.

Section 7

Special committees may be established by the President of the Association.

Section 8

Departments of the Association may be established by a majority vote of the Representative Assembly to meet the specialized needs of the membership which are in keeping with the objectives of the Association but not otherwise provided for in the program goals.

ARTCLE VIII—FINANCES

Section 1

The fiscal year of the Association shall be as established in the Bylaws.

Section 2

(a) The General Fund of the Association, which shall include a contingency fund, shall fund all operating accounts and debt services.

(b) The General Fund of the Association shall consist of the income from the receipt of dues, interest on bank deposits, and investments of general funds, fees, receipts from advertising and sales of Association publications, of services, and any other funds received by gifts, bequests, devise, or transfer to the Association for General Fund purposes.

Section 3

All monies paid to the General Fund of the Association shall be turned over to the Secretary-Treasurer, who shall hold said monies in safekeeping. Monies shall be disbursed only by checks and other written orders to depositories signed by the Executive Director and countersigned by the Secretary-Treasurer.

Section 4

(a) The Capital Improvement Fund shall be used for acquiring new properties and for major improvement in existing properties of a long-term nature.

(b) The Capital Improvement fund shall consist of the properties and permanent investments of the Association, together with any other funds or properties received by gift, bequest, devise, or transfer for deposit in the Fund. The Fund shall be in the charge of the Board of Directors who shall provide for the investment and safekeeping of such Fund. The Board shall have the right to invest such funds for the improvement of properties by way of additions and replacements, or for the purchase of new properties. The value of property owned by the Association shall be appraised by an outside appraiser every five (5) years. The annual budget of the Association shall provide for an appropriation to the Capital Improvement Fund as determined by the Board of Directors and based on accepted standards of depreciation. All other expenditures from the principal of the Fund shall be made only upon two-thirds vote of the Representative Assembly, after the proposed expenditure has been approved by the Board of Directors, and after printed notice of the proposed expenditure has appeared in the official organ of the Association at least two months prior to the meeting of the Representative Assembly.

(c) All monies or other assets payable to the Capital Improvement Fund shall be turned over to the Secretary-Treasurer who shall hold said monies in safekeeping. When authorized by a two-thirds vote of the Board of Directors, disbursements from the Capital Improvement Fund shall be made upon written orders of the President and Secretary-Treasurer.

Section 5

The Association shall establish a Reserve Fund for the purpose of carrying out those budgeted programs approved by the Representative Assembly which cannot be met due to unforseen emergencies. Ten percent (10%) of the annual budget must be set aside for the Reserve Fund until such time that the Reserve Fund equals the total of the annual budget of the previous year. Expenditures from the Reserve Fund shall be made only after approval of a two-thirds vote of the Board of Directors.

Section 6

The annual budget of the Association shall be prepared under the direction of the Budget Committee for presentation to the Board of Directors. Adoption of the budget, including any amendments thereto, shall be by vote of the Representative Assembly.

Section 7

An annual report of each fund including income expenditures for the fiscal year, shall be prepared under the direction of the Board of Directors. An annual audit of all the funds of the Association shall be made by an independent auditing agency, appointed by the Board of Directors, whose findings shall be transmitted to the Budget Committee and be printed in the annual financial reports to the Representative Assembly. All financial reports shall be reviewed by the Board prior to the meeting of the Representative Assembly, and shall be transmitted to that body for final action. The Board shall have power to establish procedures governing the preparation and rendering of interim reports of the Association's finances.

ARTICLE IX—AMENDMENTS

Section 1

This Constitution may be amended at a meeting of the Representative Assembly by a three-fourths vote if the proposed change shall have been presented in writing to the Committee on Bylaws and Rules and read by title at the preceding annual session, and the text of the proposed change shall have been printed in the official periodical publication of the Association at least sixty (60) days in advance of consideration by the Representative Assembly. Amendments to the Constitution may be presented only (a) by the Bylaws and Rules Committee, or (b) upon the concurrence of at least two (2) state delegations in the Representative Assembly evidenced in each case either by a majority vote of the delegation at a regularly called meeting of the delegation held in connection with the annual meeting or by a petition signed by a majority of the members of the delegation, or (c) by petition of any fifty (50) accredited delegates. # #

Proposed Bylaw changes

ARTICLE II—MEMBERSHIP

Section 1

(a) There shall be seven classes of membership in the Association: Active, Retired, Student, Auxiliary, Administrator, Staff, and Reserve.

(b) Active membership shall be open to any person who is actively engaged in educational work of a professional nature or on a limited leave of absence from such, if he has an earned bachelor's or higher degree or holds a regular vocational or technical certificate, except that those who are primarily engaged in work of administration, supervision, staff, or auxiliary position shall not be eligible for active membership.

(c) Retired membership shall be open to any person who has been a member of the Association for at least five (5) years immediately prior to retirement.

(d) Student membership shall be open to any student enrolled in a teacher education program in a college or university.

(e) Auxiliary membership shall be open to any person employed in support of the educational process.

(f) Administrator membership shall be open to any person who is engaged in educational work of a professional nature primarily at an administrative or supervisory level.

(g) Staff membership shall be open to any person who is actively engaged in a staff position, employed by the Association or any of its local or state affiliates.

(h) Reserve membership shall be open to any person who has been a member of the Association and who requests to continue his affiliation as a reserve member during any period of time in which his employment status does not qualify him for membership in the classes of membership provided for in this article, or during a period in which he is employed less than half the time as a substitute teacher. Any person who is preparing to enter service in higher education on at least a half-time basis and whose principal occupation is that of graduate student, may enroll as a reserve member.

(i) Any member who shall change his professional or occupational position shall be transferred to the class of membership applicable to his new position and shall not remain in a class of membership for which he is no longer eligible.

(j) Dues of members as established by the Representative Assembly and the state affiliates shall be collected by the local affiliates from their members and transmitted to the Association and state affiliates. State affiliates shall collect Association dues from any of their members who are not members of local affiliates and transmit the Association dues to the Association.

(k) Dues for members of Administrator or Staff classes of membership shall be one-half (½) of the dues established for active members and dues for retired, auxiliary, reserve, or student members shall be one-fifth, (⅕) of the dues established for active members.

ARTICLE III—THE REPRESENTATIVE ASSEMBLY

Section 1

(a) The allocation of delegates shall be based upon the active membership as of January 15th of the calendar year.

(b) The President of the Association shall appoint the members of the Bylaws and Rules, Credentials, and Elections Committees, one to be appointed each year for a regular five-year term. No member shall serve successive regular terms.

(c) The Budget Committee shall consist of five members elected by the Board of Directors from its membership. The Vice-President shall be an ex-officio member with the right to vote.

(d) The Resolutions Committee shall be composed of fifteen members, provided that five of these members be minority representatives, appointed by the President of the Association for three-year terms, arranged so five members shall be subject to appointment annually. The Resolutions Committee shall actively seek and receive the views and recommendations of the membership, local and state affiliates, departments and program councils.

(e) The annual meeting shall be held only at places where it is possible to provide a maximum degree of equality for the housing, feeding, seating at meetings and for the general welfare of all members of the Association. During an emergency, the Board of Directors may postpone the annual meeting until such time as the emergency no longer exists. In the event of such postponement of the annual meeting, all officers shall remain in office until the close of the next annual meeting of the Representative Assembly.

ARTICLE IV—OFFICERS

Section 1

The President and Vice-President shall serve a one-year term, and shall not be eligible for reelection to the same office. The Secretary-Treasurer shall serve for a two-year term, and shall not serve more than four (4) terms in office.

Section 2

Directors elected from the regions may not serve more than two (2) consecutive two-year terms. One-half (½) shall be elected annually by and from the delegates of each region for a two-year term, provided, however, that each region shall have an equitable ratio of the membership.

Section 3

A Director must be a member of the Representative Assembly when elected.

Section 4

No state shall have more than one (1) Director on the Board except when there are fewer than four (4) states in the region.

ARTCLE VII—ORGANIZATION

Section 1

The Association shall furnish each affiliate with an appropriate charter of affiliation.

Section 2

Minimum standards of affiliation shall include, but not be limited to, the following:

(a) All members of local and state affiliates shall be members of the Association.

(b) Each local affiliate shall complete affiliation with its state affiliate within two years of the adoption of this Constitution.

(c) Each state affiliate shall complete affiliation with the Association within one year of the adoption of this Constitution.

(d) No state association, or members thereof, operating under an interim constitution due to merger, shall be required to adopt unified membership until said interim constitution expires. Interim affiliation schedules shall be developed for these associations.

(e) Each local affiliate shall change the name of its association by adding at the end thereof the initials of its state affiliate and the letters NEA.

(f) Each state affiliate shall change the name of its association by adding the initials NEA at the end thereof.

Section 3

(a) Program councils shall be established from the membership of the Association, to be provided with such staff as is deemed necessary, to achieve the purposes and objectives of the Association.

(b) The number, method of selection, and term of service of members of program councils, and the duration of such councils, shall be determined by the Board of Directors.

(c) The Board shall be responsible for the charge to the program councils and shall receive the reports of the program councils as it may require. The Board shall submit to the Representative Assembly those proposals or recommendations of the program councils as it deems to be in the interests of the Association or as may be requested by the Representative Assembly. The form and publication of reports of program councils shall be subject to the action of the Board.

Section 4

(a) A written application for the establishment of a department shall be filed with the Board of Directors and shall state the purposes and name of the proposed department and shall be signed by at least 250 members of the Association, distributed among at least twenty-five (25) state affiliates.

(b) A department's constitution shall be consistent with the Charter and Bylaws of the Association, shall commit the department to support the program of the Association, and be subject to approval of the Board of Directors.

(c) Financial participation on the part of the Association in the specialized activity of a department shall be limited to funds for project or program contracts as authorized in an annual budget of the Association. All other financial needs of the department shall be met from dues or assessments of the members of the department.

(d) Each department shall file with the Board of Directors an annual report of official actions and such other information as the Board may request.

(e) A department may be discontinued by a majority vote of the Representative Assembly.

Section 5

The Board of Directors shall establish provisions for an organizational structure for alliances of independent national organizations in the education profession in order to provide unity with diversity, to provide a vehicle for voluntary and cooperative achievement of common goals, and to provide distribution and administration of services on a self-sustaining contractual basis.

ARTICLE VIII—FINANCE

Section 1

The fiscal year of the Association shall be September 1 through August 31.

Section 2

For the establishment of the budget, the estimated receipts for dues in the budget shall be established on the basis of membership in the Association on January 15 of the preceding fiscal year. The Board, after review and approval thereof, shall direct the printing of the proposed budget. At the annual meeting of the Representative Assembly, prior to the first meeting of the Assembly, the Budget Committee shall hold one or more open hearings on the proposed budget.

ARTICLE IX—AMENDMENTS

Section 1

These Bylaws may be amended at a meeting of the Representative Assembly by a three-fifths vote, the proposed change shall have been presented in writing to the Committee on Bylaws and Rules no later than February 15, and the text of the proposed change shall have been printed in the official periodical publication of the Association at least 60 days in advance of consideration by the Representative Assembly. Amendments to the Bylaws may be presented only (a) by the Bylaws and Rules Committee or (b) upon the concurrence of at least two (2) state delegations in the Representative Assembly evidenced in each case either by a majority vote of the delegation at a regularly called meeting or by a petition signed by a majority of the members of the delegation, or (c) by petition of any fifty (50) accredited delegates, or (d) by petition of one hundred (100) members from at least two (2) states.

CON CON proposals

Continued from preceding page

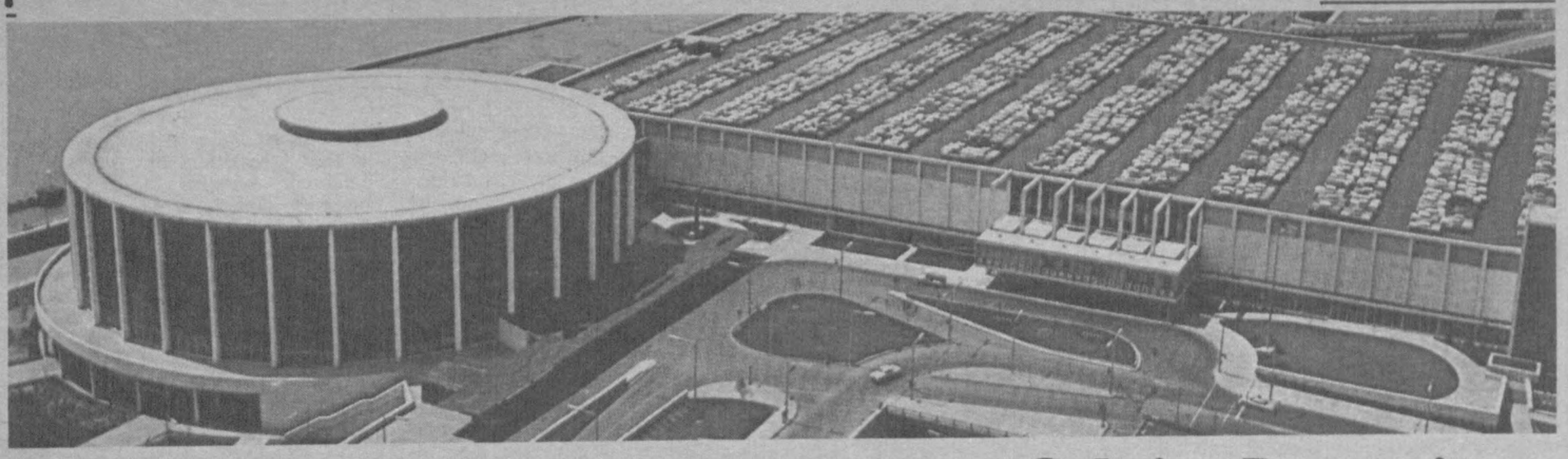
Time Schedule

Article I Except as otherwise provided, the provisions of this Constitution shall take effect at the close of the annual meeting of the Representative Assembly immediately following the final ratification.

Article II Upon adoption of this Constitution all life members of the Association shall become active members of the Association without payment of dues Bylaws. All other members of the Association shall become eligible only for the and with all rights and privileges provided in Article I, Section 4, of the previous appropriate class of membership provided in the Bylaws.

Article III, Section 4 At the first elections for Representative Assembly held after the adoption of this Constitution, one of the delegates elected from each electing unit shall be elected for one-year terms and the remaining one-half shall be elected for full two-year terms. Thereafter all shall be elected for two-year terms unless the election is held for the balance of an unexpired term.

Article IV, Section 8 At the first Representative Assembly held after the adoption of this Constitution, one-half of the district members of the Board of Directors shall be elected for one-year terms and the remaining one-half of the district members shall be elected for two-year terms. Thereafter all members shall be elected for full two-year terms unless appointed or elected to fill the balance of an unexpired term. **Article V, Section 1** The President shall appoint five members to the Professional Appeal Board for 10-year terms within one year of the adoption of this Constitution and each year thereafter the President shall appoint one additional member for a like term until the total membership of the Board shall have reached seven members.



NEA Convention opens June 26 in Detroit

Some 12,000 persons—more than 7,000 of them official NEA delegates—are expected to attend the 109th annual NEA Convention in Detroit June 26 through July 2.

Major sessions of the Convention will be held in Cobo Hall (shown above), in downtown Detroit.

At meetings of the NEA Representative Assembly, delegates and guests will hear Elliott L. Richardson, U.S. Secretary of Health, Education, and Welfare, and NEA Past President Andrew Holt, among other prominent speakers. They will hear reports from NEA President Helen Bain (on Monday, June 28), from NEA Executive Secretary Sam M. Lambert (on Tuesday, June 29), and from the NEA Legislative Commission (also on Tuesday), the Task Force on Environmental Education (Tuesday), the Task Force on Student Involvement (Wednesday), and the Task Force on Vocational Education (Wednesday).

Incoming NEA President Donald E. Morrison will address the final session Friday, July 2.

Delegates will vote on July 2, choosing a president-elect, a treasurer, and two members of the Executive Committee. They will also cast ballots on some 25 proposed amendments to the NEA Bylaws.

Shuttle buses will run throughout the Convention between Cobo Hall and major downtown hotels. Bus transportation is also being planned to outlying hotels.

Groups meeting prior to the Convention include the NEA Board of Directors (June 21-23), Student NEA (in Ann Arbor, the week beginning June 21), Urban Executive Directors Association (June 23), National Council of Urban Education Associations (June 23-25), and NEA Human Relations Council seminar (June 24-25).

Classroom Teachers plan four sessions

The Representative Assembly of the Association of Classroom Teachers, NEA, will hold the first of four sessions on Saturday afternoon, June 26, in Detroit. Other sessions will be Saturday evening, Sunday afternoon, and Sunday evening.

Delegates to the ACT Representative Assembly will register at the same time they register for the NEA Representative Assembly. ACT registration will be from 9 a.m. to 5 p.m. Saturday and from 9 a.m. to 12:30 p.m. Sunday.

Classroom teacher activities scheduled for convention week are the following:

Advisory Council Meeting—Pick Fort Shelby Hotel, Ballroom, Friday, June 25, 9 a.m. (Advisory Council meetings will also be held Wednesday, Thursday, and Friday between the morning and afternoon sessions of the NEA Representative Assembly.)

Open Hearing on ACT Resolutions—Cobo Hall, Arena, Saturday, June 26, 10 a.m. to 12 noon.

Open Hearing on ACT Constitution and Bylaws—Cobo Hall, Hall A, Saturday, June 26, 10 a.m. to 12 noon.

ACT Representative Assembly—Cobo Hall, Arena, Saturday, June 26, 1:30 to 5:30 p.m. and 7:30 to 10:30 p.m.

State Classroom Teacher Delegations—(see official program for location of state meetings) Sunday, June 27, 10 a.m. to 12 noon.

Voting—Cobo Hall, Hall D, Lower Level, Sunday, June 27, 12:45 to 3:30 p.m.

ACT Representative Assembly—Cobo Hall, Arena, Sunday, June 27, 1:30 to 5:30 p.m. and 7:30 p.m. till close of business.

Classroom Teacher Night—Boat trip on Lake Erie to Bob-Lo Island, Wednesday, June 30, 6 p.m.

TO: NEA Center for Human Relations
1201 16th St., N.W.
Washington, D.C. 20036

Enclosed is my check or money order for $..... advance payment for .....tickets to the Human Rights Award Dinner June 29 at the Detroit Hilton Hotel. Discount rate is $8.50 on reservations postmarked on or before June 10. All reservations must be accompanied by a check or money order (make payable to **NEA Center for Human Relations**).

Name .....

Street .....

City ..... State ..... Zip .....

clip here and mail to address above

Day-by-day events of the Convention in Detroit

SATURDAY, June 26

8:30 A.M.
School nurses

9 A.M.
NEA registration and exhibits open
ACT registration opens
National Council of Urban Education Associations
National Council of State Education Associations
National Faculty Association
College and University Administrators
National Society of Professors

10 A.M.
Exceptional Children
ACT open hearings

1 P.M.
Art Education
Industrial Arts

1:30 P.M.
ACT Representative Assembly—first session
School Nurses

2 P.M.
Elementary-Kindergarten-Nursery Educators
School Librarians and Educational Communications and Technology (joint meeting)

7:30 P.M.
ACT Representative Assembly—second session

SUNDAY, June 27

8:30 A.M.
School Nurses

9 A.M.
ACT registration
National Faculty Association
College and University Administrators
National Society of Professors

10 A.M.
Classroom teachers delegation meetings
Supervision and Curriculum Development, Administrative Women, Elementary School Principals, Secondary School Principals, and School Administrators (joint meeting)

12:45 P.M.
Special groups luncheons
ACT voting begins

1:30 P.M.
ACT Representative Assembly—third session
Business Education
Professional Ethics

2 P.M.
Social Studies and Science Teachers (joint meeting)

7:30 P.M.
ACT Representative Assembly—fourth session

MONDAY, June 28

7 A.M.
State delegation breakfasts

7:30 A.M.
State delegation meetings

9 A.M.
Legislative Commission

9:30 A.M.
Open hearing: budget
Council on Teacher Retirement
Professional Development and Instructional Services, Teacher Education and Professional Standards, Educational Technology, Center for Study of Instruction, and International Relations (joint meeting)

10 A.M.
Professional Rights and Responsibilities
Educational Finance
Center for Human Relations
NEA Special Services

11:15 A.M.
Teacher Education and Professional Standards
Special session on local association involvement in instruction
Center for Study of Instruction
Adult Education Services
Educational Technology

11:30 A.M.
Open hearing: bylaws and rules

11:45 A.M.
Environmental Education—Role of united teaching profession

12 Noon
Mathematics Teachers

1 P.M.
Home Economics

1:30 P.M.
Open hearing: resolutions
DuShane Emergency Fund

2 P.M.
Open hearing on proposed rules for Con Con
Teacher Education and Professional Standards
Citizenship Committee
Local association workshop
International Relations
Adult Education Services
Educational Technology

2:30 P.M.
Educational Travel
Joint committees: NEA and American Legion, American Publishers, Congress of Parents and Teachers, School Boards

3 P.M.
Public Relations workshop
NEA and Magazine Publishers

3:30 P.M.
Evaluation of local associations
Music Educators

7:45 P.M.
NEA general meeting

TUESDAY, June 29

7 A.M.
State delegation breakfasts

7:30 A.M.
State delegation meetings

9:15 A.M.
First business meeting

2 P.M.
Second business meeting

5 P.M.
NEA delegate registration closes
Commercial exhibits close

6 P.M.
Human Relations Awards dinner

8 P.M.
Friendship Candidates night

WEDNESDAY, June 30

7 A.M.
State delegation breakfasts

7:30 A.M.
State delegation meetings

9:15 A.M.
Third business meeting

2 P.M.
Fourth business meeting

4 P.M.
Open hearing by Con Con Credentials Committee

6 P.M.
Classroom Teacher night

THURSDAY, July 1

7 A.M.
State delegation breakfasts

7:30 A.M.
State delegation meetings

9:30 A.M.
Fifth business meeting

12 Noon
State and NEA professional services center exhibits close

2 P.M.
Sixth business meeting

8 P.M.
Seventh business meeting

FRIDAY, July 2

7 A.M.
State delegation breakfasts

7:30 A.M.
State delegation meetings

8 A.M.
Polls open

9:30 A.M.
Eighth business meeting

12 Noon
General registration closes

2 P.M.
Ninth business meeting

3 P.M.
Polls close

7 P.M.
Tenth business meeting

10:15 P.M.
Reception for new officers

SATURDAY, July 3

7 A.M.
NEA Board of Directors

9 A.M.
Constitutional Convention organizational meeting

Eight candidates announce for NEA offices

CATHARINE BARRETT
For Vice-President (President-Elect)

Catharine, an inner-city classroom teacher, is a member of NEA's Executive Committee and Board of Directors; past president of the New York State Teachers Association and of the Syracuse Teachers Association.

For more than a decade, Catharine has led the fight for:

Reform of her local—making it an effective teacher advocate, winning one of the best and earliest negotiated agreements in the nation.

Reform of NYSTA—making it more responsive, putting power firmly in the hands of local associations.

Reform of NEA—heading the Con Con Planning Committee, working to make services more relevant to the needs of members, locals, and states.

Catharine Barrett . . . classroom teacher candidate . . . fighter for teacher and human rights . . . ideal candidate for NEA president in the year Con Con's recommendations will be implemented.

C. RAY BAKER, JR.
For Executive Committee

C. Ray Baker, Jr., classroom teacher from Fort Smith, Arkansas, has held these positions: vice-president and president of the Fort Smith CTA, vice-president and president of the state ACT, vice-president and president of the state AEA, member of the AEA Board of Directors, chairman of state Salary Committee, member of state Legislative and Teacher Welfare committees, member of NEA-ACT Advisory Committee.

Education: Bachelor's and master's degrees in social studies from the University of Arkansas; Fulbright Scholarship, Middle Eastern studies; NDEA Grant, Far Eastern history.

Honors: Outstanding Young Educator Award, Junior Chamber of Commerce: Golden Apple Award, CTA.

Memberships: CTA; life member, AEA and NEA; NCSS.

Family: wife, Nancy, son, Brett Alan.

MARIAN COCHRAN
For Vice-President (President-Elect)

Miss Cochran, an Albuquerque social science teacher and past president of the National Council of State Education Associations, has given professional service and leadership throughout her 22-year career. Education legislation, TEPS, PR&R, and economic services committee work earned Marian the presidency of Albuquerque Classroom Teachers Association in 1964-65. Elected state NEA-New Mexico president for 1968, Marian led educators in statewide sanctions that brought about educational finance reform legislation.

Marian served on NEA's Task Force on Con Con, Con Con Drafting Committee, and SNEA Special Project Advisory Committee. As NCSEA president, she vigorously supported NEA goals and priorities, resolutions, and reports among state associations.

Marian earned both her B.A. and her M.A. degrees at the University of New Mexico.

MURL E. HUFFMAN
For Executive Committee

The Ohio Education Association is presenting Murl E. Huffman, political science teacher in the West Carrollton City High School, as a candidate for the NEA Executive Committee. He has served the profession as: building representative, local vice-president and twice local president; member for five years, Ohio ACT Executive Committee; member, OEA Executive Committee; OEA president, stressing service to members and increased decision making.

Believing in political action, Murl has served NEA Representative Assemblies, NEA Resolutions committees, and NEA's Freeman Committee on Unification Implementation, helping to recommend guidelines for UniServ.

Murl, an honorary Rotarian, is married, has three children, and is a graduate of Manchester College, with additional studies at both Miami and Ohio State.

THELMA F. DAVIS
For Vice-President (President-Elect)

Served two terms on the NEA Executive Committee; vice-president, president-elect, president of the NEA Association of Classroom Teachers; chairman, ACT Thanksgiving Study Conference; recipient of H. Council Trenholm Memorial Award for work in Human Relations; member, ACT Forum; secretary, president-elect, president of the Georgia Association of Classroom Teachers; president of her local unit; two terms on the Georgia Council for Teacher Education; life member of the NEA; honorary life member, Georgia School Boards Association and Georgia Congress of Parents and Teachers; listed in *Who's Who of American Women, Who's Who in American Education, Who's Who in American Politics;* TIP (Teacher in Politics) specialist for two years; delegate to 1964 Democratic national convention; NEA delegate to five WCOTP assemblies.

Thelma Davis is ready to serve you.

ESTER F. WILFONG
For Executive Committee

Now coordinator of paraprofessional training for the Tacoma (Washington) School District, Ester F. Wilfong has been a Washington teacher all of his 19-year professional career. He has a B.A. from Eastern Oregon College, La Grande, and an M.A. from Central Washington State College, Ellensburg.

Wilfong is presently chairman of the NEA Citizenship Committee. He has served on the NEA Task Force on Urban Education, as chairman of the NCSEA Committee on Urban Education, and as chairman of the NEA-ACT Classroom Teachers National Study Conference. A past president of the Washington Education Association, he has been chairman of WEA's Legislation and Citizenship committees and a member of the WEA Federal Relations and De Facto Segregation committees. He has lobbied for education at both state and federal levels.

EUGENE M. KAROL
For Vice-President (President-Elect)

Eugene Karol, 36, past president of the 30,000-member Maryland State Teachers Association and member of the NEA Executive Committee, advocates professional negotiations, professional autonomy, political action, and professional rights for teachers. As an association leader in the state of Maryland, he was instrumental in securing the Professional Negotiations Act of 1968 and a professional standards board. He narrowly missed achieving a Maryland Professional Practices Commission in 1970.

While president of his 5,000-member local association, Gene established a community service group, a political action organization for teachers (one of the first in the state), and an apartment facility for retired teachers.

For two years, Gene, who holds a master's degree, served as chairman of the Maryland Council of Urban Education Associations.

NELSON KREUZE
For Treasurer

The Michigan Education Association is proud to present Nelson Kreuze as a candidate for re-election as NEA treasurer. His extensive background in local, state, and national teacher association activities as well as in financial management makes him an extremely well-qualified and able candidate.

Nelson participated actively in developing the Program Budgeting System that was adopted by the 1970 NEA Representative Assembly and he is dedicated to its full implementation. He firmly believes that unification and the UniServ program are essential to the building of strong, viable local associations and that they must become universal as quickly as possible.

Nelson Kreuze has been an exceptionally capable and conscientious NEA treasurer during the past three years; NEA needs his continued leadership.

Standing Rule 10

NEA Standing Rule 10, on "Advance Filing and Publicity," makes the following provisions:

"Individual members or affiliates of the NEA planning to nominate a person for vice-president, treasurer, or member of the Executive Committee may file their intention in writing with the executive secretary of the NEA, along with a statement of consent of the candidate and picture and biographical data of the candidate.

"The executive secretary of the NEA shall cause to be published in *Today's Education* and NEA REPORTER a picture and biographical statement of each candidate who has the endorsement of his state association and/or an affiliated Department within his state, and who has filed and presented such data by March 1. . . ."

Above, the REPORTER *presents pictures and biographical statements (submitted by their sponsors) of candidates for vice-president (president-elect), Executive Committee, and treasurer, whose sponsors have met the requirements stipulated in Standing Rule 10.*

16 announce for Classroom Teacher offices

Delegates to the 1971 ACT Representative Assembly in Detroit will elect a president-elect a vice-president, a secretary, and four regional directors.

Sixteen candidates have officially notified ACT of their intention to run for office. Nominations may also be made from the floor of the ACT Representative Assembly.

Four candidates are running for the office of president-elect. They are *Alvia Barfield*, Los Angeles, Calif., president, Southern Section, California Teachers Association; *Ruby Gainer*, Pensacola, Fla., past vice-president, ACT; *Roscoe Keeney*, Cedar Grove, W. Va., incumbent vice-president, ACT; and *Lithangia Robinson*, Atlanta, Ga., past president, Georgia Association of Classroom Teachers.

There are two candidates for the office of vice-president: *Ruth Foster*, Des Moines, Iowa, president, Iowa Association of Classroom Teachers; and *O. Kermit McCarter*, Orangeburg, S.C., past president, South Carolina Association of Classroom Teachers.

Three persons seek the office of secretary. They are *Judy Behnke*, Hickman Mills, Mo., a member of the ACT resolutions committee; *Virginia Newman*, Lansing, Mich., incumbent secretary of ACT; and *Warren Packer*, Yuma, Ariz., past president, Arizona Association of Classroom Teachers.

Four regions will elect regional directors for three-year terms. Running for East Coast regional director are *Betsy Domke*, Milford, Del., past president, Delaware Association of Classroom Teachers; and *Agnes Morse*, Bergenfield, N.J., past president, New Jersey Association of Classroom Teachers.

The two candidates for the office of Mountain States regional director are *Joe F. Middleton*, Albuquerque, N. Mex., president, New Mexico Association of Classroom Teachers; and *Dale B. Schofield*, Layton, Utah, incumbent ACT Mountain States regional director.

Mildred Merrill, Rockland, Maine, New England regional director, is running for reelection.

The two candidates for the office of West Coast regional director are *Lois Tinson*, Los Angeles, Calif., a member of the ACT resolutions committee, and *Margaret Tipton*, Chico, Calif., a member of the board of directors, Northern Section, California Teachers Association.

Court okays busing for desegregation...

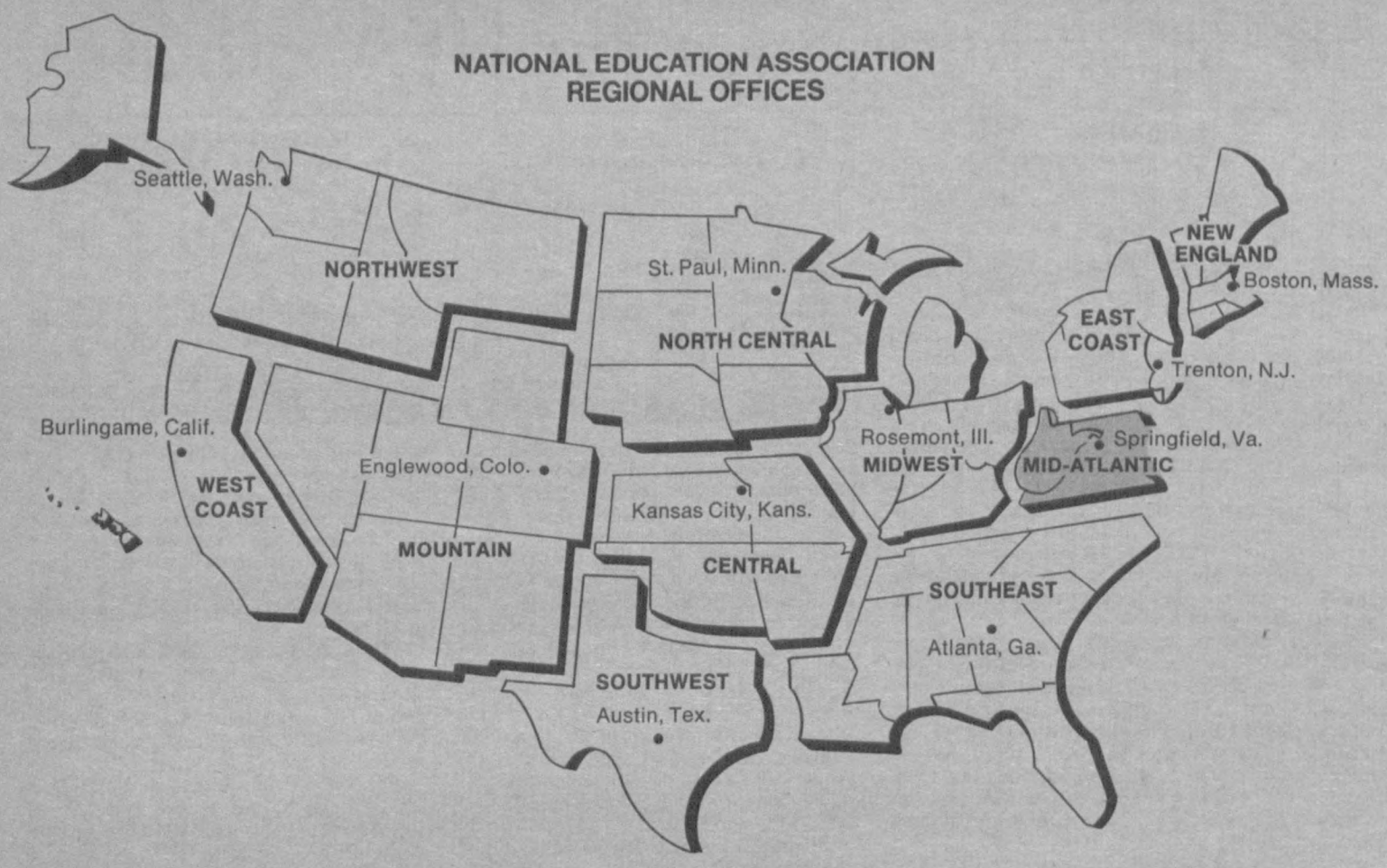
(Continued from page 1)

that the decision offers local educators an opportunity to develop feasible plans for faculty and student desegregation in their own school districts.

The court decision is considered a set back for President Nixon's school desegregation policy. Last spring Mr. Nixon declared that he opposed busing to achieve racial balance and favored the neighborhood school concept.

The Senate has also been tackling the school desegregation problem, and on April 26 passed a $1.5 billion bill to help schools desegregate in the next two years. Both Northern and Southern schools may apply for funds, but each district must adopt a district-wide plan to eliminate minority group isolation in all its schools and establish at least one model integrated school.

The bill is a modified version of a Nixon Administration proposal which Senate liberals changed to include strict provisions over how the money should be used. The bill now goes to the House, which Washington observers expect to pass a less restrictive measure.



Have expertise, will travel

Sixth in a series

NEA regionals—where the action is

NEA's Mid-Atlantic Regional Office, located in Springfield, Virginia, just across the Potomac River from NEA Center in Washington, D.C., serves NEA members in Maryland, Virginia, West Virginia, and the District of Columbia.

When asked which areas of service have been consuming most of his time, Larry Billups, director of the Mid-Atlantic Regional Office, found it hard to choose between responding to requests for assistance in restructuring and strengthening local associations and to calls for on-site intervention in crisis situations. Similarly, Frank Masters, the Mid-Atlantic Regional's negotiation specialist, found himself unable to choose between providing on-site assistance at negotiation tables and providing individualized training and consultative services to local leaders and potential team members seeking recognition for negotiation.

Maryland is the region's only state that has a PN law. Virginia's negotiation bill failed to get out of committee last year and though West Virginia's did make it to the floor of the state legislature, it was defeated last month. Nevertheless, negotiation rights are pursued by teachers in both those states and the Mid-Atlantic Regional staff is helping toward that end.

For example, Frank Masters has been working with Richmond Education Association leaders for months. Richmond is viewed as the Virginia locality best suited to setting a powerful precedent should PN recognition be won by the REA. Of course, Arlington County, Fairfax County, and Alexandria school boards and associations have been conducting full-scale negotiations for several years. However, they are northern Virginia districts. As part of the District of Columbia metropolitan area, they are considered to be exceptions to all rules rather than precedent-setters in the state.

Though achievement of negotiation rights has become a major goal for Richmond teachers, the Richmond school board has recently turned down REA's request for recognition. This has impelled the precedent-breaking Virignia Education Association's announcement that it will support a lawsuit to secure negotiation rights for the REA through the courts.

Meanwhile, with the help of the Mid-Atlantic Regional staff, elsewhere in Virginia the Prince William County Education Association recently won membership support for increased local dues and employed as full-time executive secretary a former member of the Fairfax Education Association's negotiating team. Thereupon, the association won recognition for negotiations with the Prince William County school board. At present association leaders believe they still have a long way to go. However, much has been accomplished to date for Prince William County's 1,600 teachers. With NEA staff assistance, a good contract was concluded which provides for binding arbitration as the final step in the grievance procedure.

Though Maryland does have a PN law, school board resistance to mandated negotiations takes many forms and provokes an ample share of crisis situations around the state.

In Harford County, Maryland, for example, previous negotiations had produced far less than satisfactory returns. This year, therefore, the Mid-Atlantic Regional Office was called upon for assistance and Frank Masters served as the spokesman for HCEA's negotiation team. It proved to be practically impossible to overcome the school board's resistance to good-faith negotiations, and ultimately the board's refusal to even begin to meet the teachers' most reasonable demands made an impasse inevitable.

Lawrence D. Billups (right) is Mid-Atlantic regional director; W. Frank Masters is negotiation specialist.

All available channels to resolve the impasse, starting with mediation and progressing to arbitration, were tapped. At each step, the teachers were willing to accept the recommendations proposed by the mediator-arbitrator. At each step, the school board rejected the recommendations.

Harford County has a long history of passive acceptance of paternalism. This year, however, the school board's and superintendent's repeated rejections of good-faith negotiations and arbitration created the kind of climate which literally demanded a counterattack.

With the help of the Mid-Atlantic Regional staff and the Maryland State Teachers Association, HCEA officers conducted a county-wide school-by-school informational campaign. They alerted teachers to the intent of Maryland's PN law, and the choices they must face up to for the present as well as the future. The results of this campaign were electrifying. Harford County teachers opted for maximum pressure to resolve the current impasse and demanded good-faith association-board negotiations from now on.

At press time, tentative negotiations had been resumed and the county's roughly 1,100 teachers were preparing to vote as HCEA's drive for professional unification approaches the deadline.

Among the many experiences in crisis interventions that he could cite, Larry Billups states that recent efforts in Charles County, Maryland, provided not only a professionally satisfying but also a rather uniquely succesful experience.

Charles County schools had been going downhill for a considerable time. During recent years, racial tension had further aggravated mounting problems. As a result, Charles County has become a launching pad for beginning teachers. After gathering a year or two of experience there, they generally move into better paying and better run school systems.

Though recognized for negotiations once Maryland's PN law was passed, association negotiators in Charles County found that the returns on their most persistent efforts continued to fall below par.

When the Mid-Atlantic Regional Office was called upon for assistance, Larry Billups, in cooperation with MSTA staff members, moved into Charles County to offer suggestions for action. The need for a vastly strengthened organizational structure and well-trained faculty representatives was found to be urgent if the association's negotiation efforts were to secure the kind of membership backing essential to overcoming school board resistance.

As a sign of good faith and serious intent, Billups asked the association's leaders to recruit teachers in each county school who would be willing to take training and commit themselves to active roles as faculty representatives. For its part, NEA would finance, and, in cooperation with the MSTA, would design and conduct a three-day workshop for the new recruits.

In a comparatively short time, Charles County Education Association leaders announced that recruitment work had been completed; they were ready for the promised workshop.

The planning period in preparation for the leadership workshop developed an awareness of a unique opportunity in Charles County. Unlike most of the rest of the state where school board members continue to be appointed, the Charles County board was set to become an elective body in 1970. Thus, though the workshop included sessions on most areas of organizational concern, special attention centered on training faculty representatives in the skills of precinct workers and providing them with the resources which could spell success at the polls.

Seventy-five teachers attended the weekend workshop and the ultimate outcome was an outstanding success. In the first school board election in the county, four of the seven seats to be filled were won by pro-education candidates backed by the association.

At present the Charles County Education Association's negotiating team is facing up to tough but good-faith negotiations with the elected school board. Whereas resistance to negotiations plus increasingly unacceptable teaching conditions had almost resulted in the imposition of sanctions last year, the current contract provides major advances in meeting teachers' demands.

At present, West Virginia and the District of Columbia are unified; Maryland is committed to unification in 1973; but Virginia's timetable concerning unification plans is not as yet on record and only two associations in the state are unified (Arlington Education Association and Newport News Education Association). Thus, work toward the goal of a fully unified and fully cooperating region continues for the Mid-Atlantic Regional Office.

current

Washington state school closings...

(Continued from page 1)

cial study of public schools in the Evergreen State by the Washington Education Association, heard grim reports of the state's economic picture from varied witnesses ranging from classroom teachers to Gov. Dan Evans, the state's chief executive.

Widespread defeat of the special school levies was blamed by witnesses for midterm school closings, double sessions, overcrowding, curtailed educational programs including elimination of kindergarten and hot school lunches in some districts, and the "pink-slip" notices to teachers and other school personnel.

At open hearings, many teachers complained that the defeat of levies was contributing to poor teacher morale "because we have to fight for the school budget and at the same time wonder if we're going to keep our jobs."

Funds from local special levy elections were originally intended to enrich the quality of the basic educational program but now, educators charged, boards of education are forced to use the levy funds to obtain substantial amounts of their operating budgets.

In addition to the governor, WEA and local education association leaders, the study committee listened to state legislative leaders, representatives of the League of Women Voters and the Parent-Teacher Association, state education department officials, school superintendents and other school administrators, municipal leaders, and representatives from private planning and fiscal management organizations and research councils.

What's going on in TV, radio, press, and national magazines

Television

(All times are Eastern)

Discovery—Sunday May 23, ABC-TV 11:30 a.m. "Fast Freight to Nashville." *May 30:* "Discovery Goes to Belgium." *June 6:* "Discovery Goes to Portugal." *June 13*: "The Thoroughbred Yearling." *June 20*: "To All the World's Children." *June 27*: "A Tale of Two Forts." *July 4*: "The Declaration of Independence."

New York Philharmonic Young People's Concert—Sunday, May 23, CBS-TV 4:30 p.m.

Kifaru—The Black Rhinoceros—Tuesday, May 25, NBC-TV, 8 p.m. Recommended for viewing by NEA.

For the Love of Fred—Saturday, May 29, NBC-TV, 11 a.m. Recommended for viewing by NEA.

Dragons of the Galapagos—Monday, June 7, ABC-TV, 7:30 p.m. Recommended for viewing by NEA.

Wildfire!—Sunday, June 13, NBC-TV 7:30 p.m. Recommended for viewing by NEA.

The Wonderful World of Jonathan Winters—Saturday, June 26, NBC-TV 10 a.m. Recommended for viewing by NEA.

Secrets of the Sunken Caves—Wednesday, June 30, ABC-TV, 8:30 p.m. Recommended for viewing by NEA.

Inside the World of Outer Space—Saturday, July 31, NBC-TV, 9 a.m. Recommended for viewing by NEA.

Catherine of Aragon—Sunday, August 1, CBS-TV, 9:30 p.m. The first play in the series of six 90-minute drama specials titled "The Six Wives of Henry VIII." The five remaining dramas will be shown on consecutive Sunday nights through September 5.

Magazines

(May issues)

Atlantic—"Big Bird, Meet Dick and Jane," by John Holt. A critique of *Sesame Street.*

Harper's—"The Blacks and the Unions," by Bayard Rustin. "Reunion in Concord," by Otto Friedrich. Friedrich attends the 25th reunion of Concord High School's Class of 1945 and reminisces about his teen years in his home town.

McCall's—"You've Got To Get Them Involved," by Susanna McBee. With imagination, courage, and affection a young principal fights to save a troubled school.

Parents' Magazine—"Reading—The Fundamental 'R': What Parents Can Do To Upgrade School Problems," a guest editorial by James E. Allen. "Why Some Bright Children Have Trouble in School" by Stella Chess, M.D.

Saturday Review *(May 22 issue)*—"Why Students Want Their Civil Rights Now," by Nat Hentoff. "Learning To Cope in Prince Georges County," by Barnard Law Collier. "The White House Conference on Youth," by Bonnie Barrett Stretch.

(June issues)

Family Circle—"How One High School Licked Its Drug Problem," by Barbara Lewis.

Good Housekeeping—"Helping Out in Appalachia." A work vacation teaches 35 New Jersey students about the stark life in rural West Virginia.

Redbook—"Violence and Social Change," by Margaret Mead.

Status of major educational bills as of May 7—first session—92nd Congress

Bill	House	Senate	Provisions
Department of Education HR 2356 S 1485	In Committee	In Committee	Creates a cabinet-level Department of Education to administer all federal education programs and give education a top-level spokesman.
Professional Negotiations Act for Public Education S 600		In Committee	Establishes a Professional Education Employees Relations Commission in HEW to mediate disputes between school boards and teachers organizations. Authored by NEA, bill provides recourse to commission should either side refuse to negotiate.
Mobile Teachers Retirement Act HR 1492	In Committee		Permits teachers to move across state lines without losing all retirement benefits.
Medicare for Teachers HR 1 S 880	Markup in Progress	In Committee	Extends Medicare coverage to teachers not presently covered, through agreements between HEW and state governments.
Retirement Income Tax Credit HR 5678 S 316	In Committee	In Committee	Amends the Internal Revenue Code concerning tax treatment of retired teachers and others whose income is derived from sources other than Social Security.
18-Year-Old Vote HJ Res. 223 SJ Res. 7	Passed March 23, 1971	Passed March 11, 1971	Lowers the voting age to 18 in state and local elections through an amendment to the Constitution. Must be ratified by 38 states.
Equal Employment Opportunities Commission HR 1746	Reported from Full Committee May 4, 1971		Brings teachers under the jurisdiction of the EEOC; gives that agency power to issue legally enforceable "cease and desist" orders against employers discriminating on the basis of race, religion, age or sex.
School Desegregation Bills HR 2266 HR 4847 S 1557	Hearings in Progress	Passed April 26, 1971	Senate bill earmarks $1.5 billion over two years to aid nation-wide school desegregation, and establish model quality integrated schools. Senate version is a compromise between bills drafted by the Administration and Senate liberals.
National Institute of Education HR 33, HR 3060 S 434	Hearings in Progress	Hearings in Progress	Creates an educational research institute in HEW to promote educational experimentation and reform (main thrust of President Nixon's March 1970 education message on public schools).
Early Childhood Bills S 530 S 706, S 1512 HR 6748	In Committee	In Committee	Expand and coordinate federal child day-care services. Emphasize educational, nutritional, and health services for poor preschool children, but programs would be open to all families, with fees paid on a sliding scale.
Higher Education Bills HR 5191, HR 5192 S 1062, S 1123, S 659, S 1161	Hearings in Progress	Hearings in Progress	Expand and revise most higher education laws expiring in June. Administration bills emphasize grants and loans to low income students. Alternative proposals provide funds to all qualified students with additional grants to the colleges.
General Education Assistance Act of 1971 HR 1491	In Committee		Authorizes $100 per school-age child to the states for increasing teachers' salaries and meeting other urgent needs; provides additional $2.5 billion for poorer states.
U S Office of Education FY 1972 Appropriation HR 7016	Passed April 7, 1971	Hearings in Progress	Provides $4.6 billion for USOE in FY 1972, $235 million more than in the Nixon budget for comparable programs. Major increases were for impact-aid, vocational education, and libraries.
Ethnic Heritage Studies HR 7988 S 23	Reported from Subcommittee May 4, 1971	In Committee	HR 7988 authorizes $50 million over two years for ethnic cultural heritage studies in elementary and secondary schools, S 23 authorizes $30 million. Grants may be used to develop curriculum and train teachers.
Department of Human Resources HR 6963 S 1432	In Committee	In Committee	Administration bills to replace HEW with a Human Resources Dept. Education programs would be regrouped and operated by a Human Development Administration along with manpower and social service programs.
Special Revenue Sharing for Education HR 7796 S 1669	In Committee	In Committee	Administration proposal to repeal over 30 categorical education programs and redistribute $3 billion under five broad categories: aid to the disadvantaged, impact-aid, vocational education, education for the handicapped, and special support services.
Copyright Revision S 644		In Committee	Overhauls 1909 law. Sets standards for "fair use" of copyrighted materials for educational purposes.

To: NEA Special Services Division
1156 15th Street, N.W.
Washington, DC 20005

Please send me information on the following:

Plans A, B, C, and C+ Life Insurance ☐

Accidental Death & Dismemberment Insurance ☐

Homeowners Insurance ☐ In-Hospital Income Plan ☐

Tax-Deferred Annuity ☐ Book Program ☐

Name .....

Address .....

City ..... State ..... Zip .....

NEA Reporter 5/71

cut here and mail

The coupon above will bring prompt, return-mail information about the many NEA Special Services.

Special Services Staff Association committees at work

Members of the executive and liaison committees of the Special Services Staff Association (SSSA) met at NEA Center to work on the development and operation of programs for members. Arnold W. Wolpert (gesturing at right) describes the progress of programs to (left to right) Richard Shepherd of Kansas; Jack Cozean of Missouri, SSSA secretary-treasurer; Lyndle Barnes of Kentucky; Edward Downey, Jr., of Massachusetts, SSSA vice-president; Howard Nordstrom of California, SSSA president; Marvin Larson of Iowa; and Morton Reinhart of New Jersey.

Participation goes up

200,000 members buy Special Services

Some 200,000 members now participate in the programs sponsored by the NEA Special Services Division, it was announced last month. The programs include life insurance, accidental death and dismemberment insurance, homeowners insurance, an annuity plan, an in-hospital income plan, and discount books. (The table at right shows the number of members taking part in each program.)

"The interest of members and their participation in Special Services programs continues to increase," reported Arnold W. Wolpert, director of Special Services for NEA. "Requests for information come from all over the United States. We are pleased with the response to services that are relatively new in the history of the NEA."

"The Special Services Division was created to offer high quality services to NEA members at the lowest possible cost. Since its establishment in 1966 it has concentrated on fulfillment of this principle," the director said.

Wolpert outlined details of the NEA programs:

• **Life Insurance.** Four plans of low-cost, high-value term life insurance, underwritten by the Prudential Insurance Company of America, are available to meet members' needs:

Plan A: up to $5,000 of protection for only $11.30 semi-annually ($4.55 if you are under age 30)

Plan B: up to $12,000 with double payment for accidental death for only $22.60 semi-annually ($9.10 if you are under age 30)

Plan C: up to $21,500 with double payment for accidental death and extensive disability protection for $40 semi-annually ($65 for those over age 50)

Plan C+: All the benefits of Plan C *plus* a program of 120 monthly payments of $100 (providing an additional $12,000 of protection) up to age 65.

Dependents' coverage is also available with each plan.

Current statistics (April 1, 1971, preliminary) are as follows:

Program	Members Participating (1970-71)
Life Insurance	113,260
Accidental Death and Dismemberment Insurance	62,005
Homeowners Insurance	14,820 (estimate)
Tax-Deferred Annuity	5,870
In-Hospital Income Plan	7,490
Book Program	4,102
TOTAL	207,547*

* This figure is larger than the number of members actually participating since some members participate in more than one program.

Number of members insured: 113,260
Number of lives insured: 253,247
Insurance in force: $1,529,002,176
Annuated premium: $7,320,959

Accidental Death and Dismemberment Insurance. A carefully designed form of travel accident insurance, underwritten by The Prudential Insurance Company of America, offers protection up to *$100,000* for death in a public conveyance, *$30,000* for death resulting from a private automobile either as a driver, passenger, or pedestrian, and *$12,500* for accidental death resulting from any other cause. Coverage is around the clock and around the world. The annual premium is only *$19*. Coverage may be spread to include spouse and children.

During the latter part of May all NEA members who are not enrolled in this program will receive a complete packet of information about it.

By special arrangement those who enroll or who are already enrolled, and who request it, will be sent a lucite "chip off the rock" paperweight. The piece of rock encased in the paperweight is an actual chip of rock from the famous Rock of Gibraltar, symbol of Prudential, the company which provides this protection for NEA.

Current statistics (April 1, 1971 preliminary)
Number of members insured: 62,005
Insurance in force: $5,890,500,000
Annuated premium: $1,123,386

• **Homeowners Insurance.** NEA and state education associations co-sponsor a program of fire and homeowners insurance underwritten by Horace Mann. It offers NEA members basic fire insurance coverage at a 20 percent advantage from Board rates, broader homeowners coverage at a 15 percent advantage. The four forms of homeowners policies—Renters Basic, Broad and Special—provide a complete range of coverage to meet nearly every conceivable requirement you have for protecting one of your greatest investments. NEA's Homeowners Insurance is offered only in states that sponsor or co-sponsor the program.

Enrollment Statistics (April 1, 1971) are as follows:

	Estimated
Number of Members participating	14,820
Annuated Premium:	$815,100

• **Tax-Deferred Annuity.** The NEA Tax-Deferred Annuity offers for your retirement group variable annuities for NEA members who are also, if eligible, members of the appropriate affiliated state and local associations.

Offered by
Horace Mann Life Insurance Company
Separate Account B[1]
Life Insurance Company of North America
Separate Account A[2]
Educators Life Insurance Company of America
Separate Account A[3]

1. Offering variable annuity contracts in states where such contracts are approved by appropriate state agencies, other than California, Connecticut, Hawaii, New Jersey, and New York.
2. Offering variable annuity contracts in Connecticut.
3. Offering variable annuity contracts in California.

When you invest in the Group Variable Annuity Contract you get investment diversification, professional investment service, and the opportunity to provide for possible lifetime retirement benefits with pre-tax rather than after-tax dollars.

Payments into the Separate Accounts listed above are invested, after authorized deductions, in shares of the NEA Mutual Fund, Inc., an open-end mutual fund.

The principal objective of the NEA Mutual Fund, Inc., is long term growth with income as the secondary objective.

Enrollment statistics (April 1, 1971) are as follows:

Number of members participating:	5,870
Average annual premium per application:	1,425
Total annual premium:	$8,363,352
Number variable:	3,621 (60.0%)
Number fixed:	1,617 (27.5%)
Number combination:	732 (12.5%)

For a free prospectus, write directly to: NEA Tax-Deferred Annuity Program, 216 East Monroe Street, Springfield, Illinois 62701.

• **In-Hospital Income Plan.** The *newest* Special Services program, In-Hospital Income Plan, offers benefits of $20, $40, $60 per day of hospitalization regardless of other sources of compensation or expense reimbursement, and there are no physical examinations or health questionnaires. Spouses and children can be included in the coverage. Additional features include:

• Double payment for cancer or intensive-care hospitalization

• A special "experience rating" agreement which guarantees that all profits above 2 percent will be put back into the program to increase benefits and/or lower costs.

Enrollment statistics (April 1, 1971) are as follows:

Number of members participating:	7,490
Number of lives covered:	18,725
Annuated premium:	$1,020,000

• **Book Program.** For the fourth consecutive year a special discount book purchase program is being offered by the Special Services Division. The titles include many books which are best sellers.

One of the special features of this year's program is that any member whose orders total $12 or more will receive a *free* copy of *Bennett Cerf's Treasury of Atrocious Puns.* As of April 26, 1971, a total of 4,102 members placed orders for books at a cost of approximately $61,356.

Group insurance available

An NEA Negotiated Group Insurance program has been established to help state and local education associations provide quality group insurance protection for their members.

Special features of NEA's Negotiated Group Insurance Program include:

(1) Prices designed to stretch the fringe-benefit dollar to purchase the maximum benefits for teachers

(2) knowledgeable consultation and assistance in all areas of group insurance at no cost or obligation

(3) design and sponsorship of the Program by the NEA and its affiliates

For more detailed information on this special program for local association negotiation, write to: NEA Special Services Division, 1156 15th Street, N.W., Washington, DC 20005.

Inside this issue

Reports on Detroit Convention and Con Con

nea reporter

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NEA's firm action on wage freeze saves pay raises for most teachers

Thanks to NEA's fight for their equity rights, most teachers of the nation will receive their scheduled salary increases this fall. Additional efforts may bring salary equity to all teachers.

The NEA Executive Committee, meeting August 26-28 in Washington, D.C., heard reports estimating that 80 percent of all U.S. public school teachers were already eligible for scheduled increases. The NEA Research Division made the estimate based on an August 17 state-by-state survey on the adoption of teacher salary schedules.

The Executive Committee also was told by NEA General Counsel Robert H. Chanin that the Association had forwarded additional requests for clarification of rules to the Cost of Living Council, the group designated by President Nixon to carry out the provisions of his Executive Order on the freeze.

Chanin told the Committee of the Cost of Living Council's August 26 rulings, which said, in effect, that all teachers under a contract could be paid a salary increase if any teacher in the system worked or accrued pay prior to August 15 (the date of the freeze) or if teachers were eligible for the increase before August 15.

Responding to pressure from NEA, the Council said, specifically, that "if a teacher (or other educational personnel) in a school system has either performed work prior to August 15 under a new contract calling for a wage increase or if the teacher was eligible to have earned a salary at the new rate prior to August 15 the new rate is permissible."

The Council also said on August 26 that "in the case of school systems that have negotiated a system-wide contract which is applicable to all teachers in the system and which makes all teachers eligible to receive payment prior to August 15, all teachers may receive these increased payments if any one teacher either performed work or was accruing pay prior to August 15."

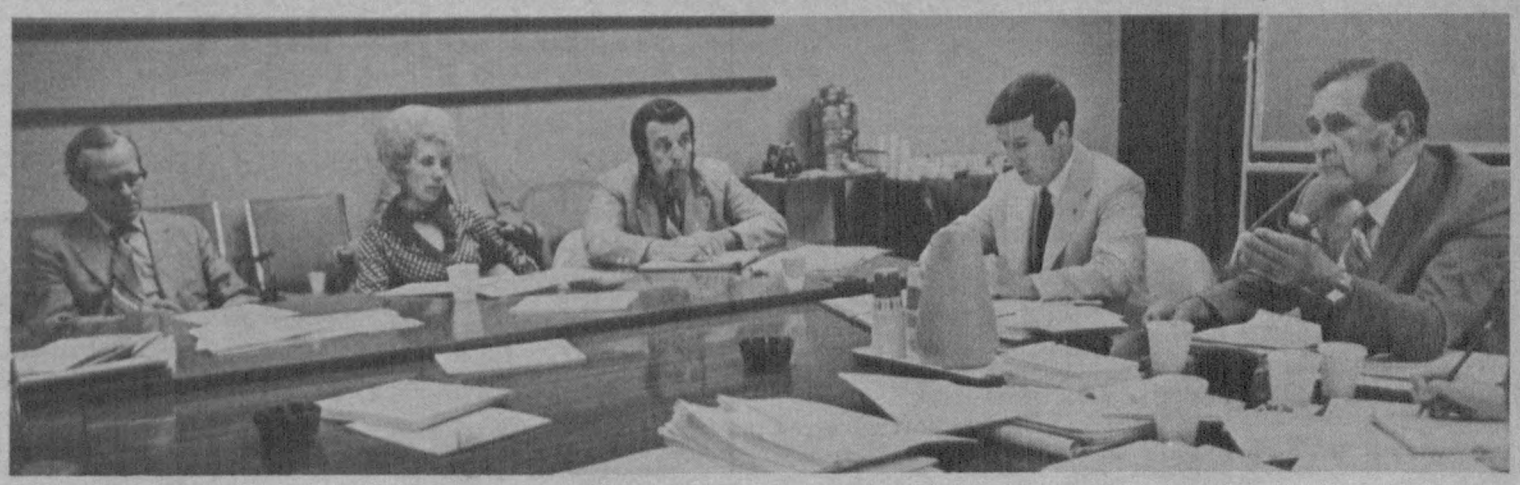
An earlier Council ruling stated that teachers who were eligible to be paid over a 12-month period but in fact are being paid over a 10-month period are eligible for pay increases in effect before August 15.

These Council rulings were part of a series of reinterpretations brought about by NEA demands for clarification of the rules and for consideration of the unique situation of teachers, who were caught, more than any other salaried group, in a squeeze between promised salaries and the wage stabilization action. (A chronology of wage freeze events and NEA actions appears on page 2 of this issue of the REPORTER.)

Immediately following the freeze announcement, NEA President Donald Morrison pledged the Association to an all-out effort to obtain equity for teachers. Morrison said that the Executive Order created "harsh inequities" because it did not take into account the unique problems of teachers at the elementary, secondary, and college levels.

Morrison—along with officials of the American Federation of State, County, and Municipal Employees and of the International Association of Fire Fighters—met with top price-wage officials of the Administration on August 18. Later that day, the Cost of Living Council modified its rulings to say that increases in teacher salaries would be allowed "if the contract period started before August 14."

After meeting with representatives of all NEA state affiliates, President Morrison also announced that NEA would take appropriate legal action against school boards that refuse to negotiate in good faith during the freeze period.



Executive Committee briefed on NEA's fight for teachers' equity rights

The NEA Executive Committee, meeting in Washington, D.C., August 26-28, heard staff reports and briefings on the Association's rapid and effective response to the wage freeze crisis. The Committee lauded the ongoing fight for equity rights for teachers and the firm stand taken by President Donald Morrison (second from right above). Executive Committee members shown above (from left) are Nicholas Duff of Minnesota, Roberta Hickman of Illinois, and George Gumeson of California. Executive Secretary Sam M. Lambert is at right.

NEA president says teachers are shocked by harsh inequities of the freeze

The nation's teachers are shocked by the harsh inequities facing America's largest profession, NEA President Donald Morrison told the press at a news conference in Washington, D.C., August 19. Morrison, after meeting with representatives of all NEA state affiliates, announced a series of legal and political actions endorsed by the organized profession to help end the inequities. NEA actions since then have led to new rulings by the Cost of Living Council, rulings that have reduced the impact of the freeze for thousands and thousands of teachers.

Chronology of freeze events

NEA acts promptly to protect equity rights of nation's teachers

From the time of the announcement of the price-wage freeze, NEA acted to protect the equity rights of all teachers throughout the nation. The following chronolgy shows the history of the freeze and of NEA actions up to press time:

August 15: President Nixon announces a 90-day freeze on wages, salaries, prices, and rents. The President's announcement is followed by an Executive Order stating that "prices, rents, wages, and salaries shall be stabilized for a period of 90 days from the date hereof at levels not greater than the highest of those pertaining to a substantial volume of actual transactions . . . during the 30-day period ending August 14, 1971." The Order also establishes a Cost of Living Council, giving it power to carry out the provisions of the Order and to "make exceptions or grant exceptions" and to "issue regulations and orders."

August 16: NEA advises its affiliates that negotiations should continue, with appropriate adjustments made in regard to contract implementation to accommodate the requirements of the freeze.

NEA President Donald Morrison and Executive Secretary Sam M. Lambert contact Nixon Administration officials and the Labor Department for clarification of the Order's effect on teachers.

NEA representatives meet with representatives of 13 state education associations in Chicago. It is agreed, among other things, to urge the Administration to (1) set the effective date for determination of salaries at the date of authorization of those salaries as opposed to date of the first paycheck, and (2) to make adjustments to allow for normal salary increments.

Treasury Secretary Connally, in a televised news conference, says that unions which negotiate are bound by wages in effect before August 14, even if a contract was entered into six months earlier.

August 17: NEA officials meet with officials of the American Federation of State, County, and Municipal Employees, a 500,000-member organization that formed an alliance with NEA last year to work on common problems.

August 18: NEA, AFSCME, and International Association of Fire Fighters officials meet with Administration officials, including Arnold Weber, executive director of the Cost of Living Council, and William Usury, Assistant Secretary of Labor. The organizations ask for recognition of the unique nature of local and state public employees and for separate consideration for their members. At an afternoon press conference, NEA and other spokesmen say that unless satisfactory answers are forthcoming from the Administration, they will begin taking "actions which they consider to be commensurate with the achievement of equity."

The Cost of Living Council rules that increases in the salaries of teachers will be allowed "if the contract period started before August 15." The Council adds that "if the contract period starts after August 15, the increase is not allowed."

August 19: NEA officials meet in emergency session in Washington, D.C., with representatives of all state affiliates. Following the meeting, NEA President Morrison reports that educators are "shocked by the harsh inequities facing America's largest profession." He says that "we judge the rulings of the Cost of Living Council yesterday, as they relate to teachers, still confusing and still inequitable." He announces that NEA is advising all affiliates to interpret the Council's rulings to mean that "salary schedules adopted prior to August 15 will determine the salaries of the teachers returning to the classroom."

Series of actions

Morrison also announces endorsement of a series of actions: (1) "we will file an unfair labor practice suit or will take other appropriate legal action against any school board which refuses to negotiate in good faith during this emergency period," (2) "we are agreed that funds budgeted and authorized for teacher salaries must remain in accounts designated for that purpose," (3) immediate political pressure within each state while members of Congress are home, (4) establishment of immediate procedures for processing complaints of inequity, (5) continued cooperation with other public employee groups, (6) commending governors who have agreed to pay the full salaries contracted with public employees, (7) "we will continue to pursue our arguments for rulings which will achieve equity within the emergency order for the teaching profession."

August 20: Although the Cost of Living Council had previously stated that all increments were frozen, it modifies that position by ruling that "where the employer is willing to certify that an agreement was in existence that provided for increase in pay dependent on the employees' completing educational requirements for specific job levels, the pay increase can be granted. . . ."

NEA President Morrison pledges that NEA "will continue to work for further modifications that will be equitable for members of the teaching profession."

August 23: Several state governors and superintendents of schools announce that they will pay teachers the salaries already negotiated. In West Virginia, for instance, WVEA Executive Secretary James L. Stone points out that the contract period for school personnel is July 1 through June 30.

August 24: NEA and two public employee organizations announce that they will fight all attempts by local governments to redirect funds earmarked for government employee salaries which may be affected by the wage freeze. The presidents of NEA, AFSCME, and the International Association of Fire Fighters say that "the wage freeze should not be used as an excuse to break off collective bargaining negotiations unilaterally." They add: "We believe that wages and other benefits which were negotiated prior to the freeze announcement, as well as increments provided for by local laws and ordinances, should be exempt from the Administration's wage dictates." The three leaders urge that funds already earmarked for employees should be placed in escrow accounts and paid to employees "when all questions are answered."

NEA calls together attorneys representing the nation's state education associations in order to help NEA affiliates provide up-to-the-minute legal advice to teachers around the country.

August 25: NEA hails another ruling from the Cost of Living Council that exempts more thousands of teachers from the freeze. The Council ruled that teachers who were eligible to be paid over a 12-month period but in fact are being paid over a 10-month period are eligible for pay increases in effect before August 15.

August 26: NEA places several questions before the Cost of Living Council, seeking further equity for all teachers.

Favorable response on certain points allows salary increases for thousands of additional teachers throughout the country.

August 27: The NEA Executive Committee, meeting in Washington, D.C., is briefed on the Association's ongoing fight for fair treatment for the nation's teachers. The Committee learns that Association action has saved the salary increases of some 80 percent of teachers. The Executive Committee lauds the Association's fight for teachers' equity rights and praises NEA President Donald Morrison for his firm stand on behalf of teachers.

Joan Piana

Asks the President

One teacher-leader—the president of the Wyoming Education Association—went right to the top with her concern about the wage freeze. Mrs. Piana telegraphed President Nixon, saying she hoped he would allow school boards to pay already scheduled increases. The President, calling from Air Force One, told her: "I'm calling concerning teacher contracts for the coming year. It is my opinion there'll be no problem."

Teacher association attorneys briefed in Washington, D.C.

As the wage freeze crisis intensified, NEA called a meeting of the attorneys who represent the nation's state and local education associations. Through joint discussions and briefings, the attorneys, members of the National Association of Teacher Attorneys, were helped with their task of dealing with teachers' questions in their states. In the photo above, NEA General Counsel Robert H. Chanin (center) talks with (from left) Richard J. Darko, attorney for the Indiana State Teachers Association; Martin A. Gould, attorney for the Connecticut Education Association; Walter S. Levin, general counsel for the Maryland State Teachers Association; and Richard R. Rowley, attorney for the New York State Teachers Association. The meeting took place August 24.

nea reporter

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SPECIAL REPORTS • NEA Detroit Assembly • Constitutional Convention

NEA delegates hit war, back student rights

Con Con boosts teacher representation

Proposals would limit role of administrators

Who should qualify for active membership in NEA was the key issue during NEA Constitutional Convention, which met July 17 through August 6 at Colorado State University, Fort Collins.

The Fort Collins draft is a compromise between the positions of exclusively classroom teacher membership and of all-inclusive membership. Backers of one plan wanted NEA's membership limited to classroom teachers who spend at least 51 percent of their time in the classroom. The all-inclusive supporters wanted membership open to teachers and administrators.

The complete text of the proposed constitution begins on page 5 of this issue of the REPORTER. The text of the proposed bylaws begins on page 8.

The compromise would allow local associaitons to decide by secret membership ballot if their active membership shall be all-inclusive or restricted to classroom teachers. The documents would prohibit educators who negotiate for school boards or for the boards of trustees of higher education institutions from joining NEA. Seven other classes of membership are included in the document: Paraprofessional, Educational Secretary, Student, Staff, Retired, Reserve, and Associate.

While voting in favor of allowing local affiliates to determine their membership plan by secret ballot, Con Con delegates also stipulated that those excluded from local membership could be admitted to state association membership. Local and state associations currently limited to classroom teachers may remain so under the proposed constitution and bylaws.

Teacher representation

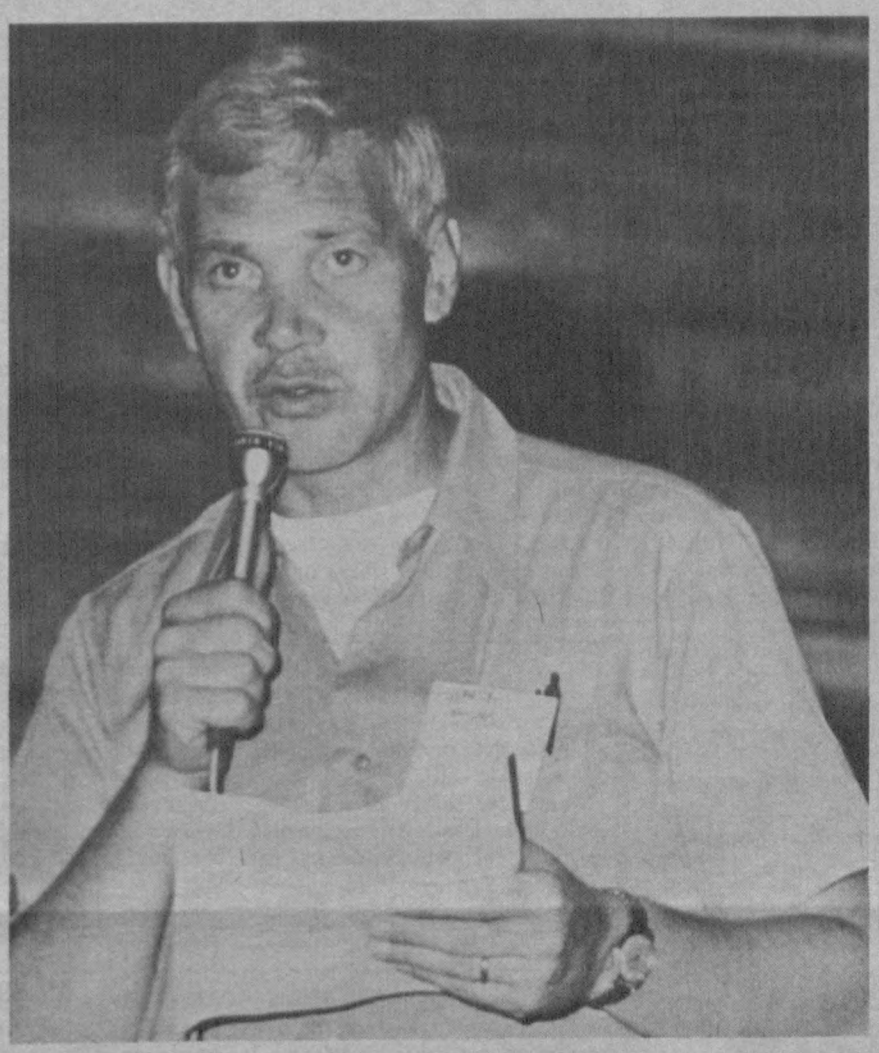
The proposed document would give teachers guaranteed representation in the various governance areas of NEA. Delegates elected to the Representative Assembly, for example, would reflect the ratio of classroom teachers to administrators within local and state affiliates sending the delegates. Classroom teachers now make up at least 85 percent of NEA's membership.

The new document would give teachers an overwhelming plurality on the NEA Board of Directors. The proposed constitution would give one director to every state and to Guam, Puerto Rico, the District of Columbia, the Overseas Education Association, and the National Council of Bureau of Indian Affairs Educators. States would get an additional director for every 20,000 or more active members. All of these directors must be classroom teachers.

Active members who are not classroom teachers and who belong to organizations that do not represent classroom teachers would be represented on the Board of Directors by at-large directors. Such directors would be allocated at a ratio of one director for every 20,000 non-classroom teacher who are active NEA members.

The proposed structure of the Executive Committee provides for strong classroom teacher representation. The Board of Directors would elect four Executive Committee members, three of whom must be

(Continued on page 7)



A time for debate and decision making

NEA teacher-leaders had a full schedule this summer. Some 10,000 attended the 1971 NEA Convention in Detroit, 6,650 of them official delegates. Later, in Fort Collins, Colorado, 484 Con Con delegates met to draft a constitution and new bylaws for the Association. David W. Smith, South Dakota Education Association past president, headed his delegation in Detroit, then went on to the Con Con sessions, where (above) he speaks from the microphone.

Barrett chosen president-elect Morrison is 1971-72 president

Catharine Barrett, an inner-city classroom teacher from Syracuse, New York, was elected NEA vice-president and president-elect at the Detroit Convention. She will take office as NEA president at the Atlantic City Convention next summer.

Mrs. Barrett defeated Thelma Davis of Georgia, Eugene Karol of Maryland, and Marian Cochran of New Mexico in the race for the top NEA post.

Donald E. Morrison, San Diego, California, social studies teacher, was inaugurated as 1971-72 NEA president at the Detroit meeting, succeeding Helen Bain, a Nashville, Tennessee, teacher.

Nelson L. Kreuze of Michigan was re-elected as NEA treasurer. Delegates also elected two members of the NEA Executive Committee: Ester Wilfong, Tacoma, Washington, coordinator of paraprofessional training; and Roberta Hickman, Urbana, Illinois, teacher.

The NEA Board of Directors elected two Executive Committee members: Donald (Albert) Blakeslee, counselor, Rawlins, Wyoming; and George C. Gumeson, teacher, Cabrillo College, Aptos, California. Elected to the NEA Budget Committee was James A. Harris, teacher, Des Moines, Iowa.

ACT officers

Jim A. Roady, fifth grade teacher, Yakima, Wash., acceded to the presidency of the 950,000-member Association of Classroom Teachers.

Delegates elected seven new ACT officers: president-elect, Alvia Barfield, reading specialist, Los Angeles, Calif.; vice-president, Charles M. Campbell, social studies teacher, Honolulu, Hawaii; secretary, Judy Behnke, seventh grade teacher, Kansas City, Mo.; East Coast regional director, Agnes M. Morse, sixth grade teacher, Ridgewood, N. J.; New England regional director, Mildred B. Merrill, special education teacher, Rockland, Me.; Mountain States regional director, Dale B. Schofield, sixth grade teacher, Clearfield, Utah; and West Coast regional director, Lois Tinson, reading specialist, Baldwin Park, Calif.

Detroit Assembly also raps Nixon priorities

NEA stands in favor of complete military withdrawal from Southeast Asia, full citizen rights for students, and a national foundation program for support of the public schools.

The Association stands in opposition to Nixon Administration proposals, such as revenue sharing, that fail to give education its proper priority.

These positions were taken by delegates to the 109th NEA Convention in Detroit June 26 through July 2. About 10,000 persons attended the Convention, including 6,650 official delegates.

The resolution condemning the continuance of American military involvement in Southeast Asia calls for the support of legislation for the complete withdrawal of American forces from that area. The vote followed a similar action by the Association of Classroom Teachers on June 27. The NEA resolution was submitted by William Breisch, a classroom teacher from Madison, Wisconsin, and was seconded by Mary Christian, classroom teacher from Flint, Michigan.

After the vote, Breisch, an elementary school teacher, said, "We are not educating our children to participate in a senseless war. We are educating our children to help construct a more humane and responsible world. This gives me real confidence in the ultimate goals of America's educators."

Student rights

In support of student rights the NEA Representative Assembly adopted a task force report which says, in effect, that students have the same rights other citizens are guaranteed in the Bill of Rights.

The strongly worded report was presented to the delegates by George Gumeson, chairman of the NEA Task Force on Student Involvement. He recommended a six-point plan to implement the report, including a request for financial support for the legal protection of students whose rights have been denied by school authorities, a reduction in pupil-teacher ratios, and the development of a nationwide televised Teacher Institute on Human Relations.

He also urged the establishment of several task forces, with adequate student representation, to study compulsory education, drug education, and corporal punishment.

An hour-long debate over the major issues of the task force and its recommendations centered around increased student participation and involvement in curriculum, campus activities, increased student responsibility, and individual freedom of choice.

The recommendations of the task force, reflecting a previous NEA resolution in support of student involvement, are now before the NEA Executive Committee and Board of Directors for implementation.

The National Foundation Program for Education set a preliminary price tag of $72.4 billion a year on school support. Such an unprecedented national effort would be $30 billion above the estimated $42.4 billion spent during school year 1970-71.

The program carries a target date of 1976, the nation's 200th anniversary,

(Continued on next page)

NEA Convention acts on war, student rights

(Continued from preceding page)
for operation and full funding. A "dramatic increase" of over $20 billion in federal revenues for education is a key feature of the program as voted. This would advance the federal share of school support from the present 6.9 percent to 33.3 percent by 1976, for a total federal contribution of $24.1 billion.

Combined local-state outlays, however, would need to increase only moderately each year to move them up from the present $41.5 billion to $48.3 billion, which would represent two-thirds of the program in 1976.

The NEA Assembly also strengthened NEA's hand in lobbying for federal education funds by directing that the Association again become active in the Emergency Committee for Full Funding of Education Programs.

NEA's opposition to the Nixon Administration was spelled out in several actions as well as in major speeches. One adopted resolution urges that education be placed high "in an immediate reordering of the nation's priorities," noting that there is a direct relationship between the quality of education which prevails and the quality of life in our society.

Outgoing NEA President Helen Bain called the Nixon Administration "the most anti-education administration this country has had in many years." Denouncing the President's lack of concern for adequate financing of education, Mrs. Bain said: "Mr. Nixon's educational promises far exceed his educational performances. By definition, Mr. Nixon is an underachiever."

The NEA Assembly rejected "proposals to realign existing federal education programs as revenue sharing, with little or no additional funding beyond present levels." The Assembly also adopted a resolution asserting that the voucher plan of financing education with grants to parents "could lead to racial, economic, and social isolation of children and weaken or destroy the public school system."

The Assembly voted to notify every governor and state legislature of its "opposition to any legislation which diminishes existing educational programs as a means to compensate for their lack of financial planning." The action reflected the concern expressed by many delegates about cutbacks in teaching staffs and educational programs in the wake of severe school financing situations in many states.

NEA, the action says, "will resist any attempts to diminish the quality of learning through the elimination of teaching positions, through the arbitrary increase in size of classes, or through the employment of noncertified personnel in teaching roles."

The NEA Assembly also spoke out on teacher accountability, passing a resolution stating that "the Association believes that educators can be accountable only to the degree that they share responsibility in education decision making." The resolution adds that school boards, taxpayers, and parents must also be held accountable.

The delegates approved task force reports urging action on environmental education and on career education.

The report on environmental education states that "the Unified Teaching Profession must immediately assume major responsibility for the environmental education of the American public of every age—kindergarten through adult." Calling environmental education "the first responsibility of all educators," the report stresses that "citizens must understand their total environment and the associated problems, be aware of how they can help solve these problems, and be motivated to work toward effective solutions."

The report specifically calls for the establishment of a National Council on Environmental Education to "synthesize the efforts and concerns of all agencies and organizations committed to the restoration of an ecologically sound system of life." NEA is also urged to develop or redirect Association programs to reflect membership concern for environmental education.

(An updated summary of this task force report appears in the September issue of *Today's Education: NEA Journal*, now in the mail to all members.)

The career education task force urges NEA to establish a new vocational education unit as a major step in a "total effort by the profession" to provide, for all age groups, education "related to man and his occupational role."

The task force calls on the Association to marshal its resources quickly, noting that the findings indicated a crucial need for promotion and development of occupational and career development education—the task force's preferred term for modern vocational education programs.

Another recommendation suggests that NEA provide the necessary effort to engage in further dialogue with the American Vocational Association to bring about a closer relationship between the two organizations.

The report emphasizes that occupational and career development programs must begin "with the child's initial grasp of the world of work, continue with this development toward adulthood, and be responsive to him throughout his adult life as he reacts to economic change and various life-styles." The concept of terminal education, it says, must be replaced with that of continuing education.

Convention delegates passed a $29,057,500 budget for 1971-72, the first offered under a program budgeting procedure that ties Association expenditures to the goals and objectives of NEA.

President-elect, president, and past president at Detroit sessions

Catharine Barrett (left), a Syracuse, New York, classroom teacher, was chosen president-elect by delegates to the NEA Convention this summer. Donald Morrison (center), a San Diego, California, social studies teacher, was inaugurated as 1971-72 NEA president during the Convention. He succeeded Helen Bain (right), Nashville, Tennessee, teacher. In his inaugural address, Morrison called on classroom teachers to "'assume their rightful role as instruction leaders in the nation's public schools." Administrators, Morrison said, should be managers and facilitators, helping to create "a school environment in which the classroom teacher can function as an instructional leader." Morrison also said he was "anxious that all minority groups are guaranteed a method for making their voices heard and their needs felt in the policy-making bodies of the National Education Association."

At the ACT Representative Assembly June 26-27, approximately 3,100 ACT delegates met to formulate policies, adopt resolutions, and elect officers.

Delegates adopted resolutions in which ACT: (a) declares that classroom teachers should be held accountable only insofar as they participate in educational decision making and as others who participate are also held accountable; and (b) notes that the growing crisis in school finance has caused numerous local school systems to reduce staff and increase teacher load and class size; and urges local associations both to refuse practices that threaten education, and to take immediate action when teachers are arbitrarily dismissed or reassigned without due process.

More details on the ACT Representative Assembly, as well as more about the NEA Convention, will be carried in the next NEA REPORTER.

Film and taped Convention reports ready

The following filmed and taped Convention reports are available by mail:

- **NEA Convention Highlights, 1971,** a color filmstrip with taped narration portrays selected highlights of the Detroit Convention. Accompanying printed materials will help answer questions or amplify discussion on resolutions, bylaws, and other business of the meeting.
- **Sidelights: NEA Annual Meeting, 1971.** Many events not closely connected with the Representative Assembly take place during NEA's annual meeting. This color filmstrip gives glimpses of some such situations, feelings, and activities as it tells what it was like to be in Detroit that week.

These two filmstrips are ready for immediate mailing. To order, use the coupon at right.

- **NEA Proceedings.** A volume of the major addresses and proceedings of the Convention is mailed to all life members who request it (to others, the volume is available from the NEA Publication-Sales Section for $5; available November).
- **Today's Education Forum.** A free, hour-long recording of significant portions of the Convention and on-the-spot interviews will be sent to full-year subscribers to *Today's Education Forum*, a service of monthly cassette recordings. For further information write to Today's Education Forum, 23434 Industrial Park Court, Farmington, MI 48024.

Convention Filmstrips

Order from: NEA Publications Division
Promotion Section, Room 609
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Proposed Constitution of the National Education Association

PREAMBLE

We the members of the National Education Association of the United States, in order to serve as national spokesman for education, advance the cause of education for all individuals, promote professional excellence, recognize the primary importance of the classroom teacher, protect the rights of educators and advance their interests and welfare, secure professional autonomy, unite educators for effective political action, promote and protect human and civil rights, and provide the benefits of an independent, united teaching profession, do hereby adopt this Constitution.

ARTICLE I

Name, Goals, Objectives, and Authorities for Governance.

Section 1. *Name.* The name of this organization shall be the National Education Association of the United States.

Section 2. *Goals and Objectives.* The goals of the Association shall be as stated in the Preamble. The Association shall have all power necessary and proper to take action for the attainment of these goals. Nothing in the Constitution or Bylaws shall be construed to prevent the Association from adopting additional objectives consistent with the Association's basic goals.

Section 3. *Specific Objectives.* The Representative Assembly may periodically establish in the Bylaws specific objectives in the pursuance of the stated goals.

Section 4. *Governance.* The Association shall be governed by its Charter and Constitution, and by the Bylaws and such other actions as the Representative Assembly may take consistent therewith.

ARTICLE II

MEMBERSHIP

Section 1. *Membership Eligibility: Rights and Limitations.*

a. Membership shall be open to all persons actively engaged in the professsion of teaching or in other educational work or to persons interested in advancing the cause of public education who shall agree to subscribe to the purposes and objectives of the Association, to abide by its Constitution and Bylaws, and to adhere to the Code of Ethics of the Education Profession.

b. Membership in the Association and its affiliates shall not be denied on the basis of race, creed, or national origin.

c. An application for membership shall be subject to review by the Executive Committees as provided for in the Bylaws.

Section 2. *Classes of Membership.* Membership in the Association shall consist of a class of active members and such other classes as may be provided in the Bylaws.

Section 3. *Members' Property Interests.* All rights, titles, and interests, both legal and equitable, of a member in and to the property of the Association shall end upon the termination of his membership for any reason.

ARTICLE III

REPRESENTATIVE ASSEMBLY

Section 1. *Composition, Elections.* Unless otherwise provided in the Bylaws, the Representative Assembly shall be composed of active members of the Association elected by active members of the Association in accordance with the one-man, one-vote principle. Election of delegates to the Representative Assembly shall be by secret ballot or its equivalent.

Section 2. *Allocation of Delegates.*

a. The following shall be allocated a number of delegates as provided in the Bylaws: Student NEA, School Nurses, Retired Teachers, Local Affiliates, and State Affiliates.

b. Bylaws shall provide for ethnic-minority representation in the Representative Assembly.

Section 3. *Seating of the Delegates.* The Representative Assembly shall have jurisdiction over the seating of delegates.

Section 4. *Representative Assembly: Functions.* The Representative Assembly shall be responsible to the membership. The Representative Assembly shall:

a. Establish Association policy and objectives;

b. Elect the President, Vice-President, Secretary-Treasurer, four members at-large to the Executive Committee, the ethnic-minority, at-large directors, and other at-large directors to the Board of Directors;

c. Fix the amount of the annual dues or fees, their method of collection, and penalties for delinquent transmittal;

d. Adopt the annual budget;

e. Ratify the establishment of subsidiary corporate structures;

f. Adopt the rules and agenda governing its annual meeting;

g. Amend the Constitution and Bylaws in accordance with Article IX;

h. Adopt such other enactments not in conflict with this Constitution or Bylaws as may be necessary to achieve the goals and objectives of the Association;

i. Exercise final authority in all matters of the Association not otherwise delegated by the Charter, Constitution, or Bylaws.

Section 5. *Meetings.* The Representative Assembly shall meet at least once annually.

Section 6. *Committees.* All appointive bodies of the Association, designated by the single term committee, shall be established and discontinued as provided for in the Bylaws. All committees shall consist of at least seventy-five (75) percent classroom teachers. There shall be a minimum of twenty (20) percent ethnic-minority representation. There shall be a Committee on Constitution, Bylaws, and Rules whose organization and methods of procedure shall be determined by the Representative Assembly.

ARTICLE IV

OFFICERS

Section 1. *Officers.* The officers of the Association shall be the President, the Vice-President, the Secretary-Treasurer, the members of the Executive Committee, and the members of the Board of Directors. Their terms of office shall begin September 1, following their election, and they shall remain in office until their successors are elected and qualified.

Section 2. *Qualification for Officers.* All candidates for the offices of President, Vice-President, Secretary-Treasurer, and Executive Committee shall have been active members of the Association for at least five (5) years immediately preceding their election; all candidates for the Board of Directors shall have been active members of the Association for at least three (3) years immediately preceding.

Section 3. *Nomination, Election, Terms of Office, and Succession.*

a. The President and the Vice-President shall be nominated and elected by the Representative Assembly in even numbered years in accordance with the Bylaws and Standing Rules.

b. The term of the President and of the Vice-President shall be two (2) years. Neither the President nor the Vice-President may serve more than one (1) term in the office to which he has been elected.

c. The President and Vice-President shall serve full-time; their salaries shall be established by the Board of Directors.

d. The Vice-President shall succeed to the presidency only if a vacancy occurs by reason of death, resignation, incapacity, or other disqualification of the President.

e. In the event a vacancy occurs by reason of death, resignation, incapacity, or disqualification of the Vice-President or of the Secretary-Treasurer during the first year of his term, the Board of Directors shall elect his successor to serve until the election at the next meeting of the Representative Assembly. The Representative Assembly shall then elect the successor for the remaining portion of the term. In the event such a vacancy occurs during the second year of his term, the Board of Directors shall elect his successor to serve until the regular expiration of the term.

f. All officers shall maintain active membership in the Association.

Section 4. *Ethnic-Minority Guarantee.* At least every third person elected to the office of President shall be a member of an ethnic-minority group.

Section 5. *Secretary-Treasurer: Election, Term, and Salary.* The Secretary-Treasurer shall be elected by the Representative Assembly in odd numbered years to serve a two-year term and shall be eligible to succeed himself for one (1) term. The Secretary-Treasurer shall serve full time; his salary shall be established by the Board of Directors.

Section 6. *Officers: Ex-Officio on Policy Making Bodies.* The President, the Vice-President, and the Secretary-Treasurer shall serve ex-officio on the Board of Directors, and all officers shall serve as ex-officio delegates to the Representative Assembly.

Section 7. *Impeachment of Officers.* Officers of the Association may be impeached for incompetence, for violation of the Code of Ethics of the Education Profession, for malfeasance, for misfeasance, or for nonfeasance in office.

a. Impeachment of an officer may be initiated by written petition of a majority of the Board of Directors or by petition of at least fifteen (15) percent of the certified delegates to the Representative Assembly.

b. A two-thirds (2/3) vote of the Judicial Board shall be sufficient to sustain the charge following a due process hearing, and the office shall be declared vacant.

ARTICLE V

BOARD OF DIRECTORS

Section 1. *Board of Directors: Composition.* There shall be a Board of Directors composed of one director from each state, and from Guam,

(Continued on next page)

Proposed Constitution of the National Education Association

(Continued from preceding page)

from Puerto Rico and other commonwealths, from the District of Columbia, from the Overseas Education Association, and from the National Council of Bureau of Indian Affairs Educators; additional state directors allocated on a membership ratio; and at-large directors as provided in the Bylaws. Members of the Executive Committee shall serve ex-officio on the Board.

Section 2. *Board of Directors: Functions.* The Board of Directors shall function for the Association and make all corporate policy decisions between meetings of the Representative Assembly; it shall be responsible to the Representative Assembly, shall propose the annual Program-Budget, and shall be in charge of the fiscal management of the Association.

ARTICLE VI
EXECUTIVE COMMITTEE

Section 1. *Composition.* The President, the Vice-President, and the Secretary-Treasurer shall be members of the Executive Committee. Four (4) members, at least one (1) of whom shall be of an ethnic-minority and at least three (3) of whom shall be classroom teachers, shall be elected to the Executive Committee by the Board of Directors. Four (4) members, at least three (3) of whom shall be classroom teachers, shall be elected by the Representative Assembly.

Section 2. *Terms.* Members elected to the Executive Committee by the Board of Directors and by the Representative Assembly shall have staggered two-year terms with a maximum of two (2) consecutive terms. A member of the Board of Directors elected to the Executive Committee shall cease to be a member of the Executive Committee upon the expiration of his term as a director.

Section 3. *Functions.*

a. The Executive Committee shall act for the Board of Directors in all matters affecting the general policies and professional interests of the Association between meetings of the Board of Directors, in accordance with the goals, the objectives, and the other policies of the Representative Assembly and of the Board of Directors.

b. In questions of censure, suspension, or expulsion of a member or of disaffiliation of an association, the Executive Committee shall have the power to hold a hearing. Upon determination that the evidence justifies further action, it may formulate specific charges against the member or affiliate and refer the case to the Judicial Board for final determination.

c. The Executive Committee shall make recommendation to the Board of Directors as to the time and place of the Annual Meeting, pursuant to the provisions of the Bylaws.

d. The Executive Committee shall administer such fiscal functions as may be approved by the Board of Directors.
   (1) The Executive Committee shall be responsible for the distribution of unallocated items authorized in the annual budget.
   (2) The Executive Committee shall require adequate bonds of the Executive Director, of the Secretary-Treasurer, and of such other fiscal officers as it shall determine.

e. The Executive Committee with the approval of the Board of Directors shall select the Executive Director and determine the terms of his contract as provided in the Bylaws.

f. The Executive Committee shall be responsible for the conduct of negotiations with staff members or organizations of staff members, and the final agreement shall be subject to ratification by the Board of Directors.

g. Members of the Executive Committee shall be members ex-officio of the Board of Directors and of the Representative Assembly.

ARTICLE VII
JUDICIAL BOARD

Section 1. *Judicial Board.* The judicial powers of the Association shall be vested in one Judicial Board and such subordinate judicial bodies as the Representative Assembly may periodically establish.

Section 2. *Judicial Power.* The judicial power of the Judicial Board shall extend to all cases arising under the Charter, the Constitution, the Bylaws, the Standing Rules, the Code of Ethics, and written policies of the Association.

a. The Judicial Board shall have original jurisdiction in all matters to which the Association is a party and shall have appellate jurisdiction in all judicial cases appealed from decisions rendered by state and local associations.

b. The Judicial Board shall have the following powers:
   (1) To censure, to suspend, or to expel any member, affiliated state or local association for cause;
   (2) To vacate censure;
   (3) To reinstate a suspended or expelled member or affiliated association.

Section 3. *Judicial Appointment.* The Judicial Board shall be appointed by the President with the advice and consent of the Board of Directors.

Section 4. *Judicial Board Prerogatives.* The Judicial Board shall name its staff, establish rules of procedure, and guarantee due process.

Section 5. *Special Cases.* The Judicial Board shall sit as a whole in the following cases:

a. Impeachment of officers;

b. Charges against the Representative Assembly, the Board of Directors, and the Executive Committee;

c. Disaffiliation proceedings against state or local associations.

Section 6. *Impeachment.*

a. *Grounds for Impeachment.* Members of the Judicial Board may be impeached for incompetence, for violation of the Code of Ethics, for malfeasance, or for misfeasance, or for nonfeasance in office.

b. *Impeachment of Judicial Board Members.*
   (1) Impeachment proceedings against a member of the Judicial Board may be initiated by written petition to the Executive Committee by five (5) members of the Association.
   (2) A two-thirds (2/3) affirmative vote of the Executive Committee shall be sufficient to order an impeachment hearing on specified charges.
   (3) A two-thirds (2/3) vote of the Board of Directors, excluding the Executive Committee, shall be sufficient to sustain the charge following a due process hearing, and the office shall be declared vacant.

ARTICLE VIII
AFFILIATES AND SPECIAL INTEREST GROUPS

Section 1. *Affiliation.* Affiliation shall mean a relationship based on reciprocal contractual agreements and shall continue until the affiliate withdraws or becomes disqualified.

Section 2. *Classes of Affiliates.* There shall be two classes of affiliates: governance and nongovernance.

a. The governance class shall include local and state affiliates exclusively.

b. The nongovernance class shall include all other professional and nonprofessional organizations.

Section 3. *Ethnic-Minority Representation.* The elective and appointive bodies in all affiliates shall have ethnic-minority representation at least proportionate to the ethnic-minority membership of the affiliate.

Section 4. *Rights of Active Members in Governance Affiliates.* Each governance affiliate shall guarantee to every member an open nomination and a secret ballot. No governance affiliate shall deny its active Association members the right to vote, seek office, or otherwise participate in the affairs of the affiliate, other governance affiliates, or the Association, except as provided in the Bylaws.

Section 5. *Standards and Procedures for Affiliation.* Minimum standards and procedures for affiliates shall be as prescribed in the Bylaws. Affiliates failing to comply with these standards and procedures shall be subject to censure, suspension, or disaffiliation as prescribed in Article VII, Section 2b(1) and Article VI, Section 3b of the Constitution.

Section 6. *Special Interest Groups.* Any organized group of Association members who have a common interest or purpose may petition the Board of Directors for recognition and with the approval of the Representative Assembly may be recognized as a special interest group.

ARTICLE IX
AMENDMENT OF CONSTITUTION AND BYLAWS

Section 1. *Proposal of Amendments: Sponsors.* Amendments to the Constitution or the Bylaws may be proposed by one or more of the following sponsors:

a. By a majority vote of the Committee on Constitution, Bylaws and Rules;

b. By at least two (2) state delegations in the Representative Assembly whose concurrence is evidenced either by a majority vote of each delegation at regularly called meetings of the delegation held in connection with the annual session, or by a petition signed by a majority of the members of each delegation;

c. By petition of any fifty (50) or more certified delegates; and

d. By petition of one hundred (100) or more active members from two (2) or more states.

Section 2. *Amendment of the Constitution.* This Constitution may be amended at a meeting of the Representative Assembly by a two-thirds (2/3) vote of delegates present and voting if the proposed change shall have been presented in writing to the Committee on Constitution, Bylaws and Rules and read by title at the preceding annual session. The text of the proposed amendment shall have been printed in the official periodical publication at least sixty (60) days in advance

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Con Con boosts teacher representation

(Continued from page 3)

classroom teachers. The Representative Assembly would elect four Executive Committee members, and at least three of these must be classroom teachers. NEA's president, vice-president, and secretary-treasurer would complete the Executive Committee's membership.

The Fort Collins proposals continue the requirement that at least 75 percent of the people who serve on committees established under the proposed constitution would have to be classroom teachers. The new constitution would require that all appointed bodies of the Association be designated by the single term "committee," the only exception being the Judicial Board.

The NEA president, vice-president, and secretary-treasurer would be elected to two-year terms under the proposed constitution. All three officers would be full-time, salaried persons. The president and vice-president would not be able to serve more than one term in the office to which they would be elected, while the secretary-treasurer would be eligible for reelection once. The current term for the president and vice-president is one year, with the vice-president also being the president-elect.

Members of the Board of Directors would serve three-year terms. They would not serve more than two consecutive terms. However, they may be reelected if they sit out one term. Executive Committee terms would run two years, with a maximum of two consecutive terms.

The documents contain provisions for a Judicial Board—a new concept to NEA. This Judicial Board would have power to censure, suspend, or expel any member, local, or state for just cause. The Judicial Board would listen to pleas on membership classifications handed down by the Board of Directors.

The Judicial Board would have nine members appointed by the president (with the advice and consent of the Board of Directors) to a five-year term. No person would serve more than two terms.

Ethnic representation

Con Con's delegates took definite steps to assure that the voices of educators from ethnic-minority groups would be heard at all NEA levels, starting at the top. The documents propose that at least every third person elected to the office of president must be a member of an ethnic-minority group.

All committees and the Judicial Board would reflect a minimum of 20 percent ethnic-minority representation.

The documents contain a formula that would guarantee minority representation on the Board of Directors. In addition to guaranteed at-large representation, a state entitled to two Board members would be required to have at least one Board of Director from an ethnic-minority group if the state's minority population totals 26 percent or more. A state entitled to three Board members would have to have at least one ethnic-minority Director if their state's minority population totals 17 percent or more. A state with four or more Board members would have to have at least one ethnic-minority member of the Board of Directors. Total minority representation on the NEA Board would have to equal at least the percentage of minority population in the United States.

State delegations elected to the Representative Assembly would be required to reflect the ethnic-minority population of their state. The Committee on Credentials would recommend that the Representative Assembly refuse to seat any state that would not meet this Bylaw.

All NEA members are receiving a copy of the Fort Collins Draft via this NEA REPORTER. Various states and local NEA affiliates are scheduling meetings to channel members' views and recommendations to their Con Con delegates. The same 484 delegates will reconvene next spring to consider all suggested changes as they prepare the final submission of a Proposed Constitution to the 1972 Representative Assembly in Atlantic City, New Jersey, next summer.

Next spring's proposed Constitution will be Con Con's final draft. It will be presented to the 1972 Representative Assembly.

If the Atlantic City Representative Assembly adopts the Constitution, then that document is scheduled to be voted on from November 1 through 21, 1972, by all NEA members as of May 31, 1972. These members will be mailed a ballot for this ratification vote. The Constitution will become effective September 1, 1973, if a majority of the state affiliates (containing at least 50 percent of the NEA membership as of May 31, 1972) vote affirmatively.

Members may suggest changes for the present Con Con draft by writing to Gene R. Duckworth, Con Con chairman, at 1201 Sixteenth St., N.W., Washington, DC 20036.

Schedule proposed for ratifying the new Constitution and Bylaws

PART I:

The Committee on Related Documents, Commitments, and Transition recommends that the Constitutional Convention adopt and recommend to the 1972 Representative Assembly that the following wording be substiuted as a clarification for Article III, Part C of the Enabling Act:

This document shall become effective upon receiving an affirmative vote of at least a majority of state affiliates provided that the said majority of affiliates, plus such additional number of state affiliates necessary to ratify it, contain at least fifty (50) percent of the membership as of May 31, 1972.

PART II:

The committee recommends that the Constitutional Convention adopt and recommend to the 1972 Representative Assembly the following ratification process for the adoption of the Constitution and Bylaws:

a. Every certified member as of May 31, 1972, shall be mailed a ballot for ratification vote.

b. The ratification ballot shall be a uniform data processing card.

c. Clear instructions for voting shall accompany each ballot.

d. Ratification shall be by a "yes" or "no" vote.

e. An explanation of a "yes" or "no" vote shall be a part of the accompanying instructions for balloting.

f. A return-addressed, stamped envelope shall be used to maintain secrecy. Each ballot must be returned in a separate envelope to be counted.

g. Voting shall occur between November 1, 1972, and November 21, 1972. Ballots must be postmarked no later than midnight, November 21, 1972, to be counted.

h. The balloting, tallying, and certifying processes shall be conducted by an independent firm which shall mail and receive the return envelope addressed to the firm.

i. The employed firm shall notify Con Con officers and Association officers of the results of the ratification vote immediately following completion of the tally and certification process.

j. State and national affiliates shall be notified by the Association of the results of balloting immediately upon receiving the report of the firm.

k. A challenge committee shall be formed to receive and consider all challenges to ratification. The decisions of the challenge committee shall be final.

Effective dates, Constitution and Bylaws

Section 1. This Constitution, after ratification, shall become effective on September 1, 1973, except that those provisions thereof which are identified in the Scehdule of Transmittal, attached hereto but not made a part of this Constitution, shall become effective on the dates specified in the Schedule.

Section 2. The Bylaws accompanying this Constitution, after ratification, shall become effective on September 1, 1973, except that those provisions of the Bylaws which are identified in the Schedule of Transmittal shall become effective on the dates specified in the Schedule.

How proposed documents relate to present Charter

The proposed new NEA Constitution and Bylaws are designed to replace the present Bylaws. The NEA Charter, granted by Congress, remains in force.

Relation to the Charter is noted in the following recommendations:

1. Rights of Creditors (See Charter, Sec. 10)

The rights of creditors of the present National Education Association shall not be impaired by the ratification of a new Constitution, nor shall any liability or obligations or any claim or demand in any manner, for any cause against the existing corporation be released or impaired; and the new organization shall be liable to pay and discharge all of the debts, liabilities, and contracts of the existing corporation.

2. Individual Rights (See Charter, Sec. 11)

No contract or individual right made or acquired shall be divested or impaired by the new Constitution.

In addition to these chartered rights the Committee on Related Documents, Commitments, and Transitions wishes to note the following additional recommendations:

No commitments, merger agreements, or contracts made or acquired by the Association shall be divested or impaired by the new Constitution.

All reports and proposals referred to this committee have been examined and the committee shall recommend a transitional process to the next session of the Constitutional Convent.

Proposed Constitution of the National Education Association

(Continued from preceding page)

of consideration by the Representative Assembly.

Section 3. *Amendment of the Bylaws.* A proposal for amendment of the Bylaws shall be presented in writing to the Committee on Constitution, Bylaws and Rules, postmarked no later than one hundred twenty (120) days preceding the annual session of the Representative Assembly. The text of the proposed amendment shall be printed in the official periodical publication of the Association at least sixty (60) days in advance of its consideration at such annual session. The amendment shall be effective if approved by a majority of the delegates present and voting.

Section 4. *Voting on Amendments: Effective Date.* In voting on proposed amendments to the Constitution or the Bylaws, printed ballots or their equivalents shall be used. Unless the Amendment otherwise provides, it shall take effect at the beginning of the fiscal year following its adoption.

Section 5. *Withdrawal of Proposed Amendments.* The sponsor of a proposed amendment to the Constitution or the Bylaws may request its withdrawal as follows:

a. If proposed by the Committee on Constitution, Bylaws and Rules, the request shall be made by a majority of that Committee.

b. If proposed by two (2) state delegations, the request shall be signed by at least two-thirds (2/3) of the delegates from each state.

c. If proposed by petition of fifty (50) or more delegates, or one hundred (100) or more members from two (2) states, the request shall be signed by at least two-thirds (2/3) of such delegates or members.

Requests for withdrawal shall be submitted in writing to the Committee on Constitution, Bylaws and Rules. Withdrawal of a proposal shall be effective when consented to by the Representative Assembly.

Proposed Bylaws

Bylaws major sections are numbered to be consistent with articles of the Constitution

1. NAME AND GOALS

1-1. **Specific Objectives.** Objectives shall be statements directed toward the achievement of the goals of the Association. The objectives of the Association shall be as follows:

a. To improve the democratic structure of the Association to insure the participation of all members; thereby establishing and maintaining an independent self-governing teachers' organization with provision for organizations for all professional educators;

b. To promote continuous improvement of instruction and curriculum;

c. To promote and protect the rights and welfare of the teacher and other professionals within the organization;

d. To advance professional and economic rights and to enhance professional responsibilities in order to further the consistent development and improvement of the profession and its practitioners;

e. To work for broad support of, and for improved attitudes toward, education and the profession by the American people;

f. To secure adequate financial support for public education;

g. To promote the rights and welfare of all students;

h. To develop the maximum potential of all students;

i. To develop and provide leadership in solving social problems; and

j. To protect and support members as employees in disputes with employers or with those acting on behalf of employers.

2. MEMBERSHIP

2-1. **Membership Eligibility: Rights and Limitations.**

a. All members shall be eligible to receive special services, to obtain assistance in protection of rights, and to receive the reports and publications of the Association.

b. The right to vote and to hold elective office or appointive position shall be limited to active members, except as otherwise provided.

2-3. **Classes of Membership.**

a. There shall be eight classes of membership in the Association: Active, Staff, Paraprofessional, Educational Secretary, Student, Retired, Reserve, (and) Associate.

Membership in the Association shall be determined by the local and/or state association. Membership shall be determined by educational position through secret ballot in all currently affiliated local associations and in any new local associations which may comprise employees of a school district or of a higher-education institution. Those school districts which comprise local associations limited in membership to classroom teachers may remain classroom teacher local associations. Where Association membership is not available on the local level, the state may provide for such membership by vote of the state delegate assembly.

b. Active membership shall be open to any person who is actively engaged in, or on a limited leave of absence from, professional educational work, who has earned a baccalaureate or higher degree, who holds a regular legal teaching certificate or a regular vocational or technical certificate. Active membership is limited to any person who actively supports the principles and actions of the Association and maintains membership in the local and state affiliates where eligible.

c. Staff membership shall be open to any person who is employed by the Association or any of its affiliates in a professional staff position.

d. Paraprofessional membership shall be open to any person who works directly with professional educators in discharging their professional duties.

e. Educational Secretary membership shall be open to any office employee in an educational institution, agency, or organization.

f. Student membership shall be open to any student enrolled in, or preparing for, a teacher-education program in an accredited college or university. Student members shall be eligible to vote, to be delegates to the Representative Assembly, and to hold appointive positions.

g. Retired membership shall be open to any person who has been an active member of the Association for a total of fifteen (15) years or at least ten (10) years immediately prior to retirement.

h. Reserve membership shall be open to any person who has been a member of the Association and who requests transfer to Reserve membership during any period of time in which his employment status does not qualify him for another membership class provided for in the Bylaws or while he is employed less than half of the time as a substitute teacher. Any person who is serving as a teaching intern on a partial salary or who is a graduate student on a half-time basis in preparation for teaching in higher education may enroll as a Reserve member.

i. Associate membership shall be open to any person who is interested in advancing the cause of public education, but who is not eligible for any other class of membership in the Association.

j. Educators who negotiate for school boards or for the boards of trustees of higher education institutions shall not be eligible for membership in the Association.

k. The Judicial Board shall have final authority, on appeal from decisions of the Board of Directors, to determine the membership class for which a person is eligible, in accordance with Article VII.

l. No member shall be enrolled as a life member after the effective date of this document. Members holding active life membership at the time of ratification of this document shall continue to have active membership for life; those holding associate life membership shall continue to have associate membership for life.

m. Any member who changes his professional or occupational position shall be transferred to the class of membership applicable to his new position, and he shall not remain in a class of membership for which he is no longer eligible.

2-5. **Membership Requirements.**

a. Membership shall be considered continuous unless terminated for due cause. Members shall be billed on a yearly basis, unless their dues are collected through payroll deductions. Any member who is in default in the payment of dues for a period of four months shall be deemed delinquent and shall be dropped from membership.

b. Adherence to the Code of Ethics of the Education Profession, the Constitution, and the Bylaws shall be a condition of membership; violation of any of these shall be grounds for censure, suspension, or expulsion.

2-7. **Membership Certificate, Membership Year.**

a. The Executive Director shall furnish each member a membership certificate, declaring him to be a member for the year for which his dues are paid, and to be entitled to all the rights and privileges granted him by the Charter, Constitution, and Bylaws. The Association may make arrangements with local and state affiliates for the issuance of united membership cards, insignia, or both.

b. The membership year shall be from September 1 to August 31.

2-9. **Membership Dues.**

a. Dues of active members shall be $25 yearly.

b. Dues of associate members shall be one-half (½) the dues of active members.

c. Dues of staff members shall be one-half (½) the dues of active members.

d. Dues of paraprofessional members shall be one-half (½) the dues of active members.

e. Dues of educational secretaries shall be one-half (½) the dues of active members.

f. Dues of student members shall be one-fifth (1/5) the dues of active members. The Student NEA shall have the right to increase the dues of its members beyond the base established by the Representative Assembly.

g. Dues of retired members shall be $5 yearly, except that dues for those who have retired before January 1, 1973 shall be $2 yearly.

h. Dues of reserve members shall be one-half (½) the dues of active members.

2-11. **Dues Transmittals.**

a. Membership dues shall be collected by the local governance affiliates and transmitted to the Association through the state governance affiliates.

b. Where no local governance affiliate is available to a member, the state governance affiliate shall collect dues of that member.

c. State affiliates shall transmit dues to the Association pursuant to a schedule mutually agreed upon between the Board of Directors and the authorized officers of the state governance affiliate.

d. The Board of Directors may enter into special agreements with state or local governance affiliates as necessary to facilitate dues collection and transmittal.

2-13. **Penalties.**

a. If a local governance affiliate fails to complete transmittal of all monies due by March 15, no delegates from the local governance affiliate shall be seated at the next Representative Assembly, except as otherwise provided in of these Bylaws.

b. If a state governance affiliate fails to complete transmittal of all monies due by April 15, no delegates from the state governance affiliate shall be seated at the next Representative Assembly, except as otherwise provided in of these Bylaws.

c. When a state or local governance affiliate has failed to transmit dues payable to the Association, delegates from such state or local governance affiliate may be seated at the next Representative Assembly if that governance affiliate has entered into an agreement with the Association for the payment of such delinquent dues.

d. The Association shall charge a state or local governance affiliate that has not transmitted dues in accordance with the transmittal schedule a monthly carrying charge on the unpaid balance, not to exceed the maximum allowable legal rate of interest in that state.

e. The Board of Directors shall have the duty to impose the penalties prescribed in this Bylaw subject to appeal to the Judicial Board.

f. The Board of Directors shall report annually to the Representative Assembly regarding dues collections and transmittals, and concerning penalties assessed.

3. REPRESENTATIVE ASSEMBLY

3-1. **Allocation of Delegates**

a. The allocation of delegates to state and local associations shall be based upon the active membership as of January 15th of the calendar year in which the Representative Assembly meets.

b. Representation of classroom teachers and administrators from each state and local affiliate to the Representative Assembly shall be on the basis of proportional representation by educational position.

c. Allocation of delegates to local affiliates shall be based on a ratio of 1:150 active members of the Association or major fraction thereof. Locals within a state may join together for the purpose of representation to the Representative Assembly.

d. Allocation of delegates to affiliated state associations shall be based on a ratio of 1:10,000 active Association members, with no state receiving fewer than five (5) delegates.

e. Allocation of delegates to Student NEA shall be based on a ratio of 1:750 members of the Student NEA.

f. Allocation of delegates to School Nurse members who are denied active membership in state or local affiliates shall be based on a ratio of 1:150 Nurse members so denied.

g. Allocation of delegates to Retired Teachers shall be based on a ratio of 1:150 Retired Teacher members.

3-3 **Ethnic-Minority Representation.**

a. Each state affiliate, in cooperation with its local affiliates, shall insure that total state and local unit delegation to the Representative Assembly shall reflect ethnic-minority representation at least equal to the proportion of identified ethnic-minority populations within the state. (Black, Chicano, Indian, Oriental)

b. If a state affiliate fails to comply with the provisions of 3-3 of the Bylaws, the Committee on the Credentials shall recommend that the Representative Assembly refuse to seat any member of that state delegation.

3-5. **Term.** Delegates shall be elected for two-year terms.

3-7. **Committees.** The Standing Committees of the Representative Assembly shall be the Committee on Constitution, Bylaws, and Rules; the Committee on Credentials; the Committee on Elections; and the Committee on Resolutions.

3-9. **Standing Rules and Parliamentary Procedures.**

a. Supplementary rules and regulations may be adopted by the Representative Assembly and shall be designated as Standing Rules, which may be supplemented by rules for a particular annual meeting adopted by the Representative Assembly at such meetings.

b. **Robert's Rules of Order, Newly Revised,** shall be the authority governing all matters of procedure not otherwise provided in the Charter, the Constitution, the Bylaws, or the Standing Rules.

3-11. **Meetings, Location** No annual meeting shall be held in locations where any delegates are likely to experience discriminatory treatment.

3-13. **Committees, Etsablishment, Activities.**

a. Standing Committees may be established and discontinued by the Representative Assembly following consideration of the advice and recommendation of the Board of Directors. Special Committees may be established by either the Representative Assembly or by the Board of Directors.

b. The programs and activities of

(Continued on next page)

Proposed Bylaws

(Continued from page 8)

committees shall be subject to policies set forth by the Representative Assembly and to such interpretation of these policies as may be developed by the Board of Directors. The Executive Director shall be responsible for coordinating the staffs of committees to achieve a maximum degree of efficiency. The Association staff shall serve committees in advisory and implementive capacities only.

3-15. **Committee Members, Chairmen, Appointment, Designation.**

a. "Prior to September 1 of each odd numbered year, the President shall make appointments and name chairmen. Prior to September 1 of each even numbered year the newly elected, in-coming President shall make appointments and name chairmen . . ." Such appointments shall be subject to the approval of the Board of Directors. Appointments shall be made on the basis of individual expertise and ability to make substantial contribution in the specific area of concern. Only unified members may be appointed to standing committees. Candidates for committees shall be recommended by state and local affiliates, and by ethnic minority special interest groups, except as otherwise provided in these Bylaws.

b. Absence of a member from two consecutive meetings, except for approved reasons, shall constitute resignation. A member shall vacate his seat if by reason of a change in his educational position the Constitutional requirement for seventy-five (75) percent classroom teacher ceases to be met. Vacancies on standing committees shall be filled for the remainder of the term.

3-17 **Standing Committees.**

a. Standing Committees shall be responsible to the President and to the Board of Directors when the Representative Assembly is not in session. Each chairman shall submit periodic reports to the President and to the Board of Directors.

b. There shall be two categories of standing committees: Internal Committees and Program Committees.

3-19. **Internal Committees.**

a. The Committee on Constitution, Bylaws, and Rules shall consist of five (5) members, each to be appointed annually for a term of five years. This committee may render advisory opinions involving interpretation of the Constitution, Bylaws, and the Rules when requested to do so by the officers of the Association; it shall be responsible for considering and proposing such revisions of the Constitution, the Bylaws, and the Rules as may be deemed to be in the interest of the Association; it shall perform such other duties as may be required under the Standing Rules. No member shall serve successive regular terms.

b. The Committee on Credentials shall consist of five (5) members, one to be appointed annually for a term of five (5) years. The committee shall be responsible for the supervision of the accreditation of delegates and alternates at the meetings of the Representative Assembly and for the seating of delegates. Unless overruled by the Representative Assembly, the decisions of the Committee on Credentials shall be final. The Committee on Credentials shall receive the official list of delegates, certify it, and report on it to the Representative Assembly. The chairman of the Committee on Credentials shall give a preliminary report at the first meeting of the Representative Assembly and a final report when registration is completed. No member shall serve successive regular terms.

c. The Committee on Elections shall consist of five (5) members, one to be appointed annually for a term of five (5) years. The committee shall be responsible for the conduct of the annual election of officers and any other action on which votes are taken by ballots or its equivalent.

d. The Committee on Resolutions shall be composed of an editing committee of five (5) members, each to be appointed annually for a term of five (5) years. In addition, there shall be at least one (1) representative elected for one (1) year term from each state affiliate. Elections shall be conducted as established in the Standing Rules of the Representative Assembly.

e. The Committee on Program and Budget shall consist of seven (7) members; four (4) to be elected from the membership of the Board of Directors, two (2) bi-annually; three (3) shall represent the Executive Committee and include the Vice-President and the Secretary-Treasurer. The Vice-President shall serve as chairman. The function of this committee shall be to prepare an annual budget in the manner prescribed in the Bylaws.

f. The Committee on Planning and Organizational Development shall consist of nine (9) members appointed for three-year, rotating terms. Three (3) of these appointees shall be members of the Board of Directors at the time of appointment; six (6) shall be appointed from the membership at large. The functions of this committee are to assist the Association in the formulation of goals, objectives and priorities; to recommend long-range organizational directions based on studies of trends in education and society; to coordinate the planning efforts of the Association; and to assist affiliates.

3-21. **Program Committees.**

a. Program Committees shall be established to review and to recommend ongoing programs of the Association. The programs and activities of such committees shall be subject to policies set forth by the Representative Assembly.

b. Committees must provide written reports, including summaries of activities and program recommendations, prior to the Annual Meeting of the Representative Assembly to be reviewed at that time. Provisions shall be made for delegates to question each committee chairman during the Annual Meeting of the Representative Assembly.

c. Unless otherwise indicated by the Representative Assembly, each Program Committee shall consist of twelve (12) members including the chairman, four (4) of whom shall be appointed each year for a regular three-year term. A member may be reappointed once. The terms of Program Committee members shall begin on September 1.

d. Program Committees shall be established in the following areas: Governmental Relations; Professional Rights and Responsibilities; Field Services; Special Services; Instruction and Professional Development; Ethnic-Minority Affairs; Teacher-Retirement Affairs; Human Relations; and such others as the Representative Assembly shall determine; and

e. Program Committees shall recommend to the Board of Directors the establishment of Special Committees as needed to assist in carrying out the will of the Representative Assembly.

3-23. **Meetings.** Meetings of all committees shall be open to the general membership except when a meeting is in executive session.

3-25. **Special Committees.** Committees established for a limited time for the purpose of accomplishing a specific task shall be called Special Committees. The numbers, method of selection, and the duration of such committees shall be determined by the Board of Directors.

3-27. **Chairman, Ex-Officio Delegate.** The Chairman of each committee shall be an ex-officio delegate to the Representative Assembly.

4. OFFICERS

4-1. **Powers and Duties of the President.** The President shall:

a. Be the chief officer of the Association and, as its policy leader, represent the Association as spokesman on matters of policy, or assign, at his discretion, responsibility for such representation;

b. Prepare the agenda for the governing bodies of the Association, the program for the Annual Meeting, and recommend priorities to be considered by the Board of Directors;

c. Appoint all members and chairmen of committees and other subsidiary appointive bodies, with the approval of the Board of Directors and serve as ex-officio member without vote on all appointive bodies authorized by the governing bodies;

d. Prepare, with the assistance of the Executive Director, the Secretary-Treasurer, and the Program-Budget Committee, a planned program budget for submission to the appropriate policy-making bodies;

e. Administer the budget of the President's office and of the governing bodies;

f. Sign jointly with the Executive Director for disbursements from the Capital Improvement Fund;

g. Recommend an independent auditing agency to conduct an annual audit of the Association funds; and

h. Perform duties assigned by the Charter, Constitution, and Bylaws; perform those duties customarily assumed by the chief officer of an association; meet in the capacity of chief officer on a regular basis with the other officers of the Association and with the Executive Director; and delegate duties to officers and, through the Executive Director, to the staff of the Association.

4-3. **Powers and Duties of the Secretary-Treasurer.** The Secretary-Treasurer shall:

a. Receive and be responsible for the safekeeping and the accounting of all funds;

b. Serve ex-officio on the Program-Budget Committee;

c. Keep the official seal of the Association;

d. Maintain records of all official meetings and distribute the minutes of all such meetings;

e. Make annual financial reports as required by the Board of Directors; and

f. Perform duties consistent with his position as may be assigned to him by the President.

5 BOARD OF DIRECTORS

5-1. **Composition of Board.** Every state and Guam, Puerto Rico and other Commonwealths, the District of Columbia, the Overseas Education Association, and the National Council of Bureau of Indian Affairs Educators shall each be entitled to one (1) director and to an additional director for each 20,000 or more active members. These directors shall be designated as State Directors. All State Directors shall be classroom teachers. States entitled to two (2) or more State Directors shall provide for ethnic-minority representation in the following manner:

a. In a state entitled to two (2) State Directors, the ethnic-minorities shall have at least one (1) State Director if the state's minority population totals twenty-six (26) percent or more.

b. In a state entitled to three (3) State Directors, the ethnic-minorities shall have at least one (1) State Director if the state's minority population totals seventeen (17) percent or more.

c. In states entitled to four or more State Directors, at least one State Director shall be of an ethnic-minority group.

5-3. **At-Large Directors.** Active members who are not classroom teachers and who belong to organizations that do not represent classroom teachers shall be represented on the Board of Directors by at-large directors. Such representation shall be allocated in the ratio of one (1) for every 20,000 members or a major fraction thereof who are active members of the Association.

5-5. **Ethnic-Minority, At-Large Directors.** The ethnic-minority, at-large directors shall be proportionate to the ethnic-minority population of the United States, but there shall be at least one (1) director from each ethnic-minority (Black, Mexican American, Indian, and Oriental). All ethnic-minority members on the Board shall be counted in determining the ethnic-minority representation on the Board.

5-7. **Election and Nomination of Directors.**

a. State Directors shall be elected within the state by active members of the Association. Nominations of State Directors shall be open, and election shall be by secret ballot in each state and by a majority of those voting.

b. State Directors from non-unified states shall be elected by active members voting by direct-mail ballot.

c. State Directors from unified states or from states committed to unification as required by the Representative Assembly shall be elected either by direct vote of the active members or by the state delegate assembly. If elected by the state delegate assembly, the state representatives to the state assembly shall have been elected on the basis of a one-man, one-vote.

d. Nominations for at-large directors shall be open, and they shall be elected by the delegates to the Representative Assembly.

e. Nominations for ethnic-minority, at-large directors shall be open, and they shall be elected by the delegates to the Representative Assembly.

5-9. **Board Vacancies.** Upon recommendation of the constituency represented, a vacancy on the Board shall be filled by the Board until the next election.

5-11. **Board, Qualifications for Membership.**

a. In addition to meeting the qualifications applicable to officers of the Association, as provided in the Constitution, Board members shall be employed in the state they represent.

b. A classroom teacher elected to the Board of Directors shall immediately relinquish his position on the Board when he ceases to be a classroom teacher.

5-13. **Terms of Association Directors.**

a. The term of Directors shall be three (3) years.

b. Directors may not serve more than two (2) consecutive terms, but shall again be eligible for election following an absence of one (1) term.

c. From states with more than one (1) director, directors shall serve staggered terms. All at-large directors shall serve staggered terms.

5-15. **Board of Directors, Functions.**

a. The Board of Directors shall see that the policies established by the Representative Assembly are implemented.

b. The Board of Directors shall elect from among its members, four

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(4) members of the Executive Committee; at least one (1) shall be of an ethnic-minority, and at least three (3) shall be classroom teachers. At its first meeting following the Annual Meeting, the Board of Directors shall elect two (2) members of the Executive Committee.

c. Upon considering the recommendations of the Executive Committee, the Board of Directors shall determine the time and place of the Annual Meeting of the Association.

d. The Board of Directors shall provide for ethnic-minority representation in appointing members of all appointed bodies over which it has direct control.

e. The Board of Directors may charter affiliates of the Association to meet such specialized needs of the Association's membership as are in keeping with the objectives of the Association.

f. With the approval of the Board of Directors, the Association may join with any non-affiliated group to promote specific mutual objectives. The Board of Directors shall review annually each such relationship and determine to continue or to terminate it. The Board of Directors shall not establish relationships with non-affiliated groups whose policies or practices are discriminatory.

g. The Board of Directors with the approval of the Representative Assembly may establish a review board to recommend recognition or withdrawal of recognition of special interest groups.

h. The Board of Directors shall receive all reports of the Executive Director, of the Secretary-Treasurer, and of appointive bodies, and shall transmit such reports as may be appropriate to the Representative Assembly with its recommendations.

5-17. **Fiscal Powers.** The Board of Directors, in discharging its responsibility for the fiscal management of the Association, shall:

a. Propose the annual Program-Budget;

b. Have charge of the Capital Improvement Fund, and provide for the investing of such Fund and for all accretions which the Association may receive by gift, bequest, transfer, or devise for deposit in the Fund; shall have the right to invest such funds for the improvement of properties by way of additions and replacements, and for the purchase of new properties. The annual budget of the Association may provide for an appropriation to the Capital Improvement Fund, as recommended by the Board of Directors;

c. Receive at the first regular meeting held in connection with the Annual Meeting a full report of the condition of each fund of the Association as prepared by the Secretary-Treasurer;

d. Appoint an independent auditing agency upon recommendation of the President to conduct an annual audit of the Association, whose findings shall be transmitted to the Board and be printed in the annual financial reports to the Representative Assembly which shall be sent to all active members;

e. Review all financial reports prior to the meeting of the Representative Assembly and transmit such reports to that body for final action, and establish procedures governing the preparation and rendering of interim reports of the Association's finances;

f. Set the salaries of the President, the Vice-President, and the Secretary-Treasurer of the Association. The salaries of such officers shall neither be increased nor decreased during the terms for which they have been elected.

5-19. **Directors on Governance Bodies of State Affiliates.** At least one State Director shall serve as a voting member on governing bodies of his state.

5-21. **Board Meetings.** The Board of Directors shall meet at the time of the Annual Meeting of the Association and may meet as often as necessary to conduct the business of the Association, but no less than six (6) times a year. Meetings may be held at such times and places as determined by the President or by a majority of the members of the Board. Due notice of all meetings shall be given in advance of the meeting dates. The Board shall enact rules and procedures to govern the conduct of its meetings. A recorded roll-call vote shall be mandated at the request of ten (10) or more Directors. Directors shall be ex-officio delegates to the Representative Assembly.

6. EXECUTIVE COMMITTEE

6-1. **Executive Committee: Vacancies.**

a. An Executive Committee vacancy occurring in a position elected by the Representative Assembly shall be filled by the Representative Assembly at its next regular meeting.

b. An Executive Committee vacancy occurring in a position elected by the Board of Directors shall be filled by the Board of Directors at its next regular meeting.

6-3. **Meetings.** The Executive Committee shall, on call of the President or at the written request of a majority of its members, hold meetings at such times and places as may be necessary for the proper conduct of its business.

6-5. **Rules.** The Executive Committee shall be empowered to enact rules and procedures governing the conduct of its meetings.

6-7. **Approval of Employment.** Upon the recommendation of the Executive Director, the Executive Committee shall approve the employment of management personnel of the rank of unit head or higher.

7. JUDICIAL BOARD

7-1. **Judicial Board.**

a. The Judicial Board shall be composed of nine (9) members, at least twenty (20) percent of whom shall be members of ethnic minority groups, appointed for five (5) year staggered terms beginning September 1. No person shall serve more than two terms. A second term shall be subject to approval by the Representative Assembly.

b. A member of the Judicial Board shall not serve as an officer, a delegate or as an employee at any level of the Association. No officer of the Association may be appointed to the Judicial Board within three (3) years following his term as an officer.

c. Members of the Judicial Board shall have been active members of the Association for five (5) consecutive years immediately prior to appointment. Members of the Judicial Board shall maintain active membership.

d. Expenses as well as any loss of employment salary incurred by Judicial Board members while on official business shall be paid by the Association. A member of the Judicial Board shall not accept any honorarium from any source within any level of the Association.

e. Fewer than a majority of the members of the Judicial Board may be assigned to hear cases; however, a member so assigned shall not sit should the Judicial Board hear the case on appeal.

f. The Judicial Board shall select its own chairman annually.

The Constitutional Convention in session in Fort Collins, Colorado

8. AFFILIATES AND SPECIAL INTEREST GROUPS

8-1. **Affiliates.** Affiliates of the Association may be chartered by a majority vote of the Board of Directors of the Association to meet membership needs which are in accord with the objectives of the Association.

8-3. **Local Affiliate.** A local affiliate, the basic unit of self-governance within the Association, may be organized in a manner which encompasses any compatible group, meeting at least the minimum standards of affiliation.

8-5. **State Affiliate.** A state affiliate is the association within each state and the associations representing the District of Columbia, Puerto Rico or other Commonwealths, Guam, the Overseas Education Association, the National Council of Bureau of Indian Affairs Educators, and such other comparable associations which meet at least the minimum standards of affiliation.

8-7. **Nongovernance Affiliates.**

a. A professional organization shall comprise active Association members with a common occupation or subject matter assignment, organized to further specific educational objectives. Such organizations shall meet at least the minimum standards of nongovernance affiliation.

b. Auxiliary and service organizations shall comprise those Association members other than active members, with a common interest or occupation. Such organization shall meet at least the minimum standards of nongovernance affiliation.

8-9. **Standards for Local Affiliates.** Local affiliates shall meet these minimum standards:

a. The affiliate shall apply the one-man, one-vote concept for representation on all governing bodies, and shall also provide proportional representation of educators by position (teachers or administrators) in all-inclusive units, except as in b.

b. The affiliate shall guarantee ethnic-minority representation in the governing bodies.

c. The affiliate shall conduct democratic elections with open nominations and a secret ballot.

d. The affiliate shall provide reciprocal, unified membership within one year after the Constitution and the Bylaws of the Association become effective.

e. The affiliate shall adhere to the Code of Ethics of the Education Profession and recognize its preeminence.

f. The affiliate shall accept a continuing evaluation procedure established by the Association for meeting standards for affiliation at least once every five (5) years.

g. The affiliate shall have a membership and fiscal year the same as that of the Association.

8-11. **Local Affiliation by State.** When a local association meets the requirements for affiliation pursuant to the Constitution and Bylaws, it shall be granted local affiliate status by the appropriate state affiliate.

8-13. **Standards for State Affiliates.** State affiliates shall meet these minimum standards:

a. The affiliate shall apply the one-man, one-vote concept for representation on all governing bodies, and shall also provide proportional representation of educators by position (teachers or administrators) in all-inclusive units, except as in b.

b. The affiliate shall guarantee ethnic-minority representation in the governing bodies.

c. The affiliate shall conduct democratic elections with open nominations and a secret ballot.

d. The affiliate shall provide reciprocal, unified membership within one year after the Constitution and the Bylaws become effective.

e. The affiliate shall adhere to the Code of Ethics of the Education Profession and recognize its preeminence.

f. The affiliate shall accept a continuing evaluation procedure established by the Association for meeting standards for affiliation at least once every five (5) years.

g. The affiliate shall grant to the Association Director(s) of the state at least one seat on all its state governing bodies with full voting rights.

h. The affiliate shall have a membership and fiscal year the same as that of the Association.

8-15. **Standards for Nongovernance Affiliates.** Nongovernance affiliates shall meet these minimum standards:

a. The affiliate shall have an interrelationship based on common interests with the Association.

b. The affiliate shall be a self-governing organization with a constitution, bylaws, goals, and objectives which are compatible with those of the Association.

c. All members of the affiliate shall be Association members and the affiliate shall include at least one hundred (100) members.

d. The affiliate shall assess its own dues.

e. The affiliate shall adhere to and recognize the preeminence of the Code of Ethics of the Education Profession.

f. The affiliate shall not duplicate Association services.

g. The affiliate shall have a membership and fiscal year the same as that of the Association.

8-17. **Procedure for Affiliation.**

a. A group or unit seeking governance affiliation shall file a written

(Continued on next page)

Proposed Bylaws

(Continued from page 10)

application and its constitution with the Executive Committee of the Association.

b. A group or unit seeking nongovernance affiliation shall file a written application initiated by petition of two hundred-fifty (250) members of the Association, distributed among at least twenty-five (25) state affiliates.

c. After action by the Board of Directors of the Association, the group or unit seeking affiliation shall concur.

8-19. **Charter for Affiliation.** The Association shall charter no more than one local affiliate within the same jurisdictional boundaries, and no more than one state affilate within the same jurisdictional boundaries, with the exception that those affiliates not competing for the same type of membership may be chartered. Where two (2) or more governance affiliates of the same type of membership qualify for affiliation in the same jurisdictional boundaries, the Association shall charter the prospective affiliate with the greatest number of active members.

8-21. **Special Interest Groups.**

a. Any group which organizes for the purpose of influencing the policy and programs of the Association may be recognized as a special interest group.

b. All members of the special interest group shall be Association members.

c. A special interest group may receive financial aid for special projects and programs through normal budget procedures.

d. A special interest group may assess dues.

e. No special interest group shall be entitled either to delegate representation or to voting privileges at the Representative Assembly.

10. EXECUTIVE DIRECTOR, STAFF

10-1. **Executive Director, Appointment.** The chief administrator of the Association shall be the Executive Director. He shall be responsible to the President, Executive Committee, Board of Directors, and Representative Assembly. The Executive Committee with the approval of the Board of Directors shall employ an Executive Director. The initial employment contract shall be for a period not to exceed three years. Subsequent contracts shall be for no less than three nor for more than four years.

10-3. **Executive Director, Functions.** The Executive Director shall:

a. Employ, direct, and supervise all Association staff. The employment of managerial personnel beginning with the rank of unit head shall be with the approval of the Executive Committee;

b. Administer the budgets authorized by the governing bodies of the Association, except as otherwise provided, and make periodic reports and recommendations to the governing bodies;

c. Be present as a consultant and keep the minutes of all meetings of the Association's governing bodies;

d. Notify officers and members of committees of their election or appointment and provide appropriate assistance to these officers and committees;

e. Serve as the channel through which the officers and governing bodies deal with the staff of the Association and through which the Association staff has access to the officers and governing bodies;

f. Make reports and recommendations to the governing bodies and keep the officers and governing bodies informed on all policy matters;

g. Represent the Association as spokesman on matters of established policy when directed by the President;

h. Meet periodically with the President, the Vice-President, and the Deputy Executive Director to confer on Association policies and procedures. Unresolved problems shall be jointly presented to the Executive Committee for decision;

i. Cosign with the President all authorizations for disbursement from the Capital Improvement Fund;

j. Cosign or authorize a designee to cosign all authorizations for disbursement from the General Fund. These authorizations shall be cosigned by the Secretary-Treasurer or his designee;

k. Assist the President in preparing agenda for meetings of the governing bodies of the Association;

l. Receive appeals from individual members for review of decisions of the Committee on Professional Rights and Responsibilities;

m. Prepare an annual written report for transmittal to the Representative Assembly;

n. Advise and assist the Program-Budget Committee in preparing the budget of the Association;

o. Receive all reports required by this Constitution and the Bylaws unless otherwise provided;

p. Notify state and local affiliates and any other qualified organization of the number of delegates to the Representative Assembly to which they are entitled; and

q. Perform, in addition to those duties listed in these Bylaws, such other duties as may be assigned by the Executive Committee or the Board of Directors.

10-5. **Staff, Rights and Privileges.** The staff shall have the following rights and privileges:

a. Local, state, and national staff shall be eligible for staff membership only, and shall have neither the rights nor the privileges of delegates to the Representative Assembly;

b. Local, state, and national staff members who are life members or associate life members at the time of ratification of this document shall be subject to the provisions of Section 2-3m of the Bylaws with exception that they shall be eligible neither for elective nor appointive positions at local, state, and national levels while serving in a staff capacity;

c. Local, state, and national staff shall be eligible for neither elective nor appointive position at any level;

d. Local, state, and national staff may serve as consultant to elective or appointive bodies at any level;

e. The Association shall be an equal opportunity employer and shall employ in each staff category at least the same ratio of ethnic-minority staff members as that ethnic-minority is to the total population of the United States. Wherever possible this policy shall be followed by affiliates;

f. The Association shall recognize the right of its employees to organize for the purpose of bargaining collectively with it and shall further recognize that adequate compensation, provisions for tenure, good working conditions, pensions, due process, and recognized fringe benefits of employment enhances the Association and its employees; and

g. The Association shall, wherever possible, continue the employment of those affected in the event of reorganization.

11. GENERAL FINANCE

11-1. **Fiscal Year.** The fiscal year of the Association shall be September 1 through August 31.

11-3. **General Fund.**

a. The General Fund of the Association shall consist of income received in the form of dues, interest on bank deposits, fees, earnings from advertising and sales of Association publications, payments for services, and funds received by gifts, bequests, devises, or transfers to the Association for General Fund purposes.

b. All operating accounts and debt services shall be paid out of the General Fund of the Association.

c. An amount equal to at least thirty-five (35) percent of the annual budget for the previous fiscal year shall be set up in the General Fund as an Operating Reserve. The Operating Reserve shall exist for the purpose of meeting the cash needs of the Association without the necessity of resorting to excessive short-term borrowing. Expenditures from the Operating Reserve may be made only after approval by a two-thirds (2/3) vote of the Board of Directors following sixty (60) days advance notice of a proposed emergency expenditure.

d. All monies paid to the General Fund shall be turned over to the Secretary-Treasurer, who shall hold them in safekeeping in the name of the Association. Monies deposited in the General Fund shall be disbursed only by check or upon similar written orders to depositories which shall be cosigned by the Secretary-Treasurer or his designee and by the Executive-Director or his designee.

11-5. **Capital Improvement Fund.**

a. The Capital Improvement Fund shall consist of the properties and permanent investments of the Association, together with any other funds or properties received by gift, bequests, or transfers for deposit in the Capital Improvement Fund.

b. The Capital Improvement Fund shall be used for acquiring new properties and for major improvements of a long-term nature in existing properties. Expenditures for these purposes from the Fund may be made only upon a two-thirds (2/3) vote of the Board of Directors.

c. The Capital Improvement Fund shall be the responsibility of the Board of Directors who shall provide for the investment of the monies in the Fund.

d. All monies or other assets payable to the Capital Improvement Fund shall be turned over to the Secretary-Treasurer who shall hold in safekeeping these monies, which shall be disbursed only by checks and other written orders signed by the President and by the Executive Director.

e. Expenditures out of the principal of the Capital Improvement Fund for purposes other than prescribed in preceding sections shall be made only upon two-thirds (2/3) vote of the Representative Assembly approving such expenditure.

11-7. **Program-Budget.**

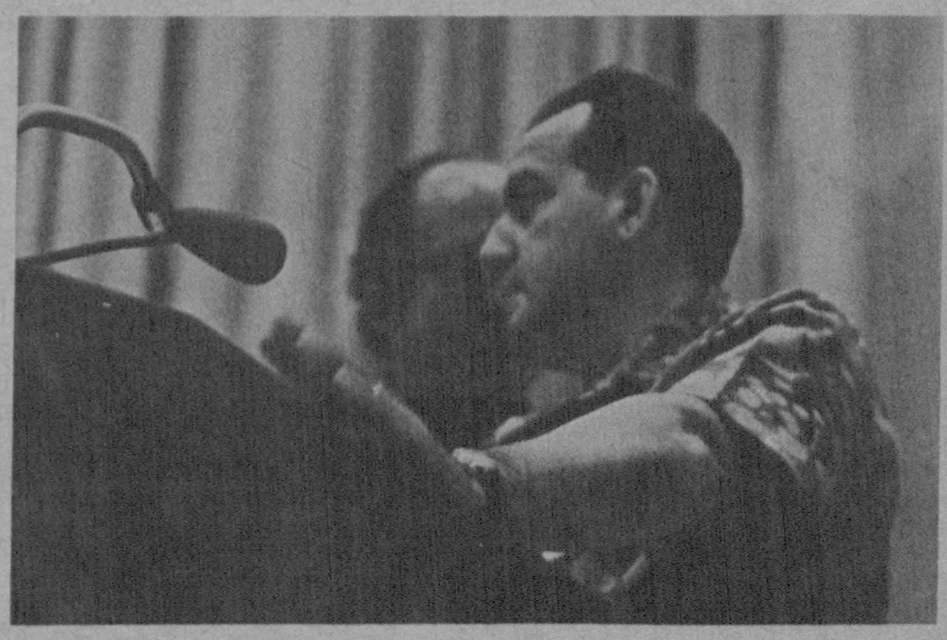
a. The annual Program-Budget of the Association shall be directed toward the achievement of the goals set by the Representative Assembly.

b. The President, with the assistance of the Executive Director, the Secretary-Treasurer, and the Program-Budget Committee, shall prepare the Program-Budget of the Association for recommendation to the Board of Directors at least ninety (90) days prior to the annual meeting of the Representative Assembly. The Board of Directors, no later than forty-five (45) days prior to the Annual Meeting of the Representative Assembly, after reviewing and tentatively approving the Program-Budget, shall direct the printing of the proposed Program-Budget of the Association for transmittal to the presidents of state and local affiliates and others as determined by the Board of Directors. The Program-Budget Committee shall hold one (1) or more open hearings on the tentative budget at the Annual Meeting of the Representative Assembly. Following such open hearings, the Board of Directors shall meet to approve and transmit the proposed budget to the Representative Assembly prior to its first session. Upon approval by the Representative Assembly, the Program-Budget shall be given to the Board of Directors for implementation.

c. The Program-Budget shall include an appropriation for contingencies amounting to at least two (2) percent of the total budget.

d. Financial participation by the Association in activities of Special Groups shall be limited to funds for such projects or short-term, special program contracts as are authorized in the Program-Budget of the Association. All other financial needs of a specialized activity shall be met from dues or assessment of the members involved.

11-9. **Financial Reports.** The Secretary-Treasurer, under the direction of the Board of Directors, shall prepare an annual report of each Fund, including income and expenditures for the fiscal year. An annual audit of all the funds of the Association shall be made by an independent auditing agency, appointed by the Board of Directors, whose findings shall be transmitted to the Board of Directors, and thereafter printed in the annual financial reports to the Representative Assembly and in a publication summarized and sent to all active members. All such financial reports shall be reviewed by the Board prior to the meeting of the Representative Assembly and then be transmitted to that body for final action.



Gene Duckworth, Con Con chairman, gets advice from the parliamentarian.

APPLICATION FOR NEA IN-HOSPITAL INCOME PLAN

I hereby apply for NEA In-Hospital Income Plan based on the following statements: (Please print or type)

BENEFIT DESIRED (check one) ☐ $20 ☐ $40 ☐ $60

TO COVER (check one) ☐ Member Only ☐ Member & Spouse ☐ Member, Spouse & Child(ren) ☐ Member & Child(ren) Only

1. Name .....
2. Address ..... Street ..... City ..... State ..... Zip Code
3. Social Security Number .....
4. Sex (M or F) .....
5. Date of Birth .....
6. NEA Membership ☐ Yes ☐ No ☐ Life Member

Complete No. 7 if Spouse is to be Insured

7. Spouse's First Name ..... Date of Birth .....
8. State Association Membership ☐ Yes ..... Name of State Association ☐ Not Eligible for Membership
9. Local Association Membership ☐ Yes ..... Name of State Association ☐ Not Eligible for Membership

I understand that this program covers pre-existing health conditions (any conditions for which I have received medical treatment or advice 12 months prior to the date my coverage goes into effect) when 12 consecutive months have passed during which time I have received no medical treatment or advice for these pre-existing conditions or 24 months after the effective date of my insurance, whichever occurs first. All other conditions except the stipulated exclusions will be covered on the day this application is accepted.

Date ..... Signature of Applicant X .....

AS-5020 4-1-70 Ptd. in U.S.A.

Underwritten by Life Insurance Company of North America, Phila., Pa. and Horace Mann Life, Springfield, Ill.

Send No Money. Your premium to the next scheduled premium due date (April 1 and October 1) will be calculated and you will receive a bill for that amount in your insurance kit. Thereafter the specified premium shown in this folder will be billed each 6 month period.

Mail to: NEA In-Hospital Income Plan
P.O. Box 7768
Philadelphia, PA 19101

HOW TO ENROLL

Complete the brief application at left and mail it to:

NEA In-Hospital Income Plan
P.O. Box 7768
Philadelphia, PA 19101

Send no money.

Upon receipt of application, the insured will be sent an insurance kit which contains the bill for that period of time from the effective date of insurance to the next regular premium due date (April 1 or October 1).

Thereafter, a bill will be sent two times a year by the insurance company.

This program is already in force and since there are no health requirements, the insurance will be effective from the day the application is received by the insurance company.

NEA cuts rates and improves benefit to make In-Hospital Plan a better buy

NEA is reducing the cost to members of its In-Hospital Income Plan and at the same time improving the plan.

As of October 1, the plan will cost about 14 percent less and will cover pre-existing conditions after a member has participated in the plan 24 months—whether or not medical care has been received or recommended during that time.

Arnold W. Wolpert, Special Services Division director, called the changes significant. "The improvements," he said, "are made possible by the sizable enrollment in the program and by a special agreement with the insurance companies that underwrite the program. The agreement provides for experience rating—that is, limiting company profits to 2 percent and retaining all other premium money to pay benefits, to cover operating costs, and to stabilize rates and guarantee benefits. Anything above those costs will be used to improve the program."

Wolpert pointed out that the Special Services Committee and Division give careful consideration to each program it recommends for adoption. And, he said, "the attention doesn't stop there. Continuous surveillance of programs is a part of the Special Services operation. Thus, whenever improvements in a program are possible or changes are desirable, Special Services makes the necessary provisions for them."

Wolpert explained that the reduction in rates for the Income Plan extends to all ages who qualify for coverage; and that the pre-existing clause makes it possible for those who have been seriously ill or injured in the past to enroll and be insured without restrictions by renewing this insurance for two years. Both improvements go into effect October 1 and will apply to those who now sign up for the program as well as to those already participating.

The Special Services Division will be glad to assist with any questions members might have, he said. Meanwhile, members may apply directly for the in-hospital coverage by filling out the application at the top of this page.

The NEA In-Hospital Income Plan has a number of outstanding features.

- **Benefits are doubled for cancer** if hospitalized before age 65.
- **Benefits doubled for intensive care** up to seven days.
- **Additional benefits for nursing home confinement.** The plan pays 50 percent of the benefit for confinement to such a facility immediately following hospitalization for up to 30 days.

NEA's In-Hospital Income Plan pays $20, $40, or $60 a day of hospital confinement as a bed patient.

These benefits are tax free and are paid directly to the insured; they are paid in addition to any other insurance or any other source of income. A claim need only be signed by the insured member and the attending physician. No need to send in hospital bills.

Additional plan features are:

- **No limit on frequency or size of claims.**
- **Few exclusions**—the only exclusions are hospitalization caused by pregnancy, act of war, intentionally self-inflicted injury; or while in a hospital operated by the federal government or its agency for which no charge is made to the insured.
- **Renewable for life**—the insurance can be renewed as long as the insured: pays the premium; maintains membership in NEA and the affiliated state and local education associations, if eligible; does not enter the Armed Forces for more than 30 days active service; and the master contract between NEA and the underwriting companies remains in force.
- **Guaranteed issue**—applications will be accepted from all NEA applicants under age 60 regardless of past medical history.
- **Spouse and children are eligible**—A member's spouse may be insured for the same benefit. Dependent children may be insured for one-half the amount. Dependent children must be unmarried and over 14 days but under 23 years of age and dependent upon the member for support and maintenance (including legally adopted children, stepchildren and foster children).

Topic: lower cost hospital income plan for members

NEA Special Services Director Arnold W. Wolpert (left) and NEA Executive Secretary Sam M. Lambert review the new benefit and rate schedule for the In-Hospital Income Plan. The new, lower rates go into effect October 1. The plan—first announced less than two years ago—already covers some 15,000 members and their dependents.

In-Hospital Income Benefits and Rate Schedule

	MEMBER'S AGE				
	Under 30	30-39	40-49	50-59	60 & Over† (renewal premium)
DAILY BENEFIT**	NEW LOWER SEMI-ANNUAL PREMIUMS				
$20					
Member Only	$ 14.20	$ 16.80	$ 22.70	$ 37.50	$ 49.50
Member & Spouse	27.90	33.10	44.90	74.50	98.50
Member, Spouse, Children	35.90	41.10	50.90	79.50	102.50
Member & Children	22.20	24.80	28.70	42.50	53.50
$40					
Member Only	$ 27.90	$ 33.10	$ 44.90	$ 74.50	$ 98.50
Member & Spouse	55.30	65.70	89.30	148.50	196.50
Member, Spouse, Children	71.30	81.70	101.30	158.50	204.50
Member & Children	43.90	49.10	56.90	84.50	106.50
$60					
Member Only	$ 41.60	$ 49.40	$ 67.10	$111.50	$147.50
Member & Spouse	82.70	98.30	133.70	222.50	294.50
Member, Spouse, Children	106.70	122.30	151.70	237.50	306.50
Member & Children	65.60	73.40	85.10	126.50	159.50

Costs are based on member's age and increase when member reaches the next age bracket. †On the first premium due date following your 65th birthday, benefits for all those insured under your policy will be reduced 50%. **Children's benefit—one half the amount shown.

NEA continues to press for equity in teacher pay during wage freeze

nea reporter

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NEA is continuing its efforts to win equity for the teachers of the nation who have been caught in a salary bind because of the timing of the wage freeze announced by President Nixon last month.

Association efforts redoubled this month after unofficial statements by several government officials seemed to contradict earlier rulings of the Cost of Living Council. Specifically, these comments questioned the continued validity of the Council's previous position that if a systemwide contract was adopted by a school board prior to the freeze date, and if any person was paid at the higher rate, then all persons covered by the contract are entitled to the increase.

Because school boards became reluctant to move forward with scheduled increases in light of these statements, NEA immediately pressed the Council for clarification of this and other rulings, but at press time the Council had not responded. The Council's executive director, Arnold Weber, has promised NEA Executive Secretary Sam M. Lambert that clarifying rulings will be made and that NEA officials will be informed in advance of these rulings.

Lambert reported that Weber's call to him came in response to intense NEA lobbying efforts on Capitol Hill and subsequent calls to the Cost of Living Council by concerned Congressmen. NEA lobbyists met with virtually every Congressman this month and reported promises that Congressmen would work for clarification of the issue.

Until some type of clarification is forthcoming, the NEA position remains the same: School boards should move ahead with payment of salary increases if teachers qualify under the Council's previously announced rulings.

An undetermined number of school systems are paying previously agreed upon raises. Some local education associations have announced that they are preparing "breach of contract" lawsuits because their school systems have not begun paying negotiated raises. They cite as support for their position several specific rulings by COLC, a letter sent by the Washington Office of Emergency Preparedness to the Montgomery County, Maryland, schools, and rulings by various regional offices of OEP, all of which authorized payment of higher salaries because some teachers did work before August 15 at rates set for all teachers this fall.

Victorious Hawaii association swings into action

The Hawaii State Teachers Association, which upset the teachers union in a statewide representation election in the spring, has begun negotiations to develop a strong, effective contract for Hawaii teachers. Above, HSTA's 1970-71 president, Odetta Fujimori, talks with Tadao Beppu, speaker of the Hawaii State House of Representatives.

After statewide victory

Negotiations on, membership up in Hawaii

Negotiations are ongoing and membership continues to rise in the Hawaii State Teachers Association in the wake of HSTA's spring victory in Hawaii's statewide representation election.

The election, first under the Aloha State's new Public Employee Collective Bargaining Act guaranteeing teachers and other public employees a full slate of rights including the right to strike, was decided by an 800-vote swing by teachers to the association in the runoff election.

HSTA upset the Hawaii Federation of Teachers in the May 19 runoff election 4,903 to 4,274, with 24 votes challenged and 50 voided. Of about 9,600 Hawaii teachers, 9,251 cast votes.

NEA's record in bargaining across the nation, HSTA's master contract proposal, and the backfiring on the Federation of unjustifiable contentions and unfulfilled promises all contributed to the victory. HSTA officials pointed out that winning the state of Hawaii had been a major goal of the American Federation of Teachers in 1970-71. The HSTA victory destroyed that priority, they said.

Under the Hawaii statute, HSTA is now the only organization which can represent teachers in any official dealings with the state's Department of Education. Thus all teachers will come to the association for grievance representation and other needs.

A service fee will be paid by all Hawaii teachers who have not yet joined HSTA to defray costs of representation. While the exact amount has not yet been officially set, it is understood that all exclusive representatives of public employees have asked for the fee to be set in an amount equal to membership dues. "It quite simply is costing us more than an amount equal to our dues to provide the quality of service teachers deserve," HSTA Executive Secretary Al Hamai said this month.

Odetta Fujimori, president of HSTA during the election, said, "Last year so much was accomplished that it is still exciting just to think about it. But last year was only a start."

New challenges

The challenge of winning a strong effective contract is before the association now. NEA staffer John Dunlop is on assignment in Hawaii to spearhead negotiations. Harvey Zorbaugh, director of NEA's New England Regional office, is also in the islands for one year at the request of HSTA to advise the state association on organization and related matters.

HSTA asked for and received massive assistance from the NEA during the hard-fought and successful campaign. NEA Former President Helen Bain campaigned effectively for the united teaching profession team, as did President Donald Morrison.

"We could not have won it without the united effort of the whole Association team—teachers, officers, and staff," Mrs. Fujimori said. "The facts were clearly in our favor, but facts don't do any good unless people get to hear them and have a chance to examine them carefully. The experience of the national officers and staff was simply invaluable, and the dedication of all of NEA's representatives who came here to help us is an example none of us will soon forget.

"It demonstrated again the commitment the Association has to the classroom teacher—to help us, when we need help, in the most effective way," she added.

New auto leasing plan set for NEA members

The NEA Executive Committee last month approved a new auto-leasing program for Association members. The program, run by Borg-Warner Leasing, is now available to all members, and 1972 model autos —foreign and domestic—are ready for delivery.

NEA spokesmen said the new program was adopted in order to serve more members at the lowest cost. (Leasing contracts already in effect with members will continue as they are.)

The Borg-Warner Leasing vehicle program offers several new features for members, including:

- Additional savings to each lessee if the auto excise tax is repealed retroactively (as has been proposed by the Nixon Administration)
- Delivery of the auto through local dealers
- Competitive rates promptly quoted
- Simplified computerized billing on a monthly basis
- Fleet discount card with each domestic model car leased.

To apply or to get specific, dollars-and-cents information on any model car, a member may complete and mail the form on page 5 of this issue of the REPORTER. Information is also available by toll-free telephone (800 424-8576).

Members may lease vehicles for other members of their families through the program. A number of leasing options are offered with terms of 24 months and 36 months. All paperwork involved with licensing and sales taxes are handled by local auto dealers.

The program is open to all members of NEA and its related organizations in the continental United States, in Hawaii, and in Puerto Rico. No down payment is required for members beyond a $150 security deposit.

Borg-Warner Leasing's national leasing manager, Clark E. Campbell, said this month that the new program will give NEA

(See NEW AUTO LEASE, p. 5)

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☐ $20 ☐ $40 ☐ $60	☐ Member Only ☐ Member & Spouse ☐ Member, Spouse & Child(ren) ☐ Member & Child(ren) Only

1. Name .....
2. Address ..... Street ..... City ..... State ..... Zip Code
3. Social Security Number ..... 4. Sex (M or F) .....
5. Date of Birth ..... 6. NEA Membership ☐ Yes ☐ No ☐ Life Member

Complete No. 7 if Spouse is to be Insured

7. Spouse's First Name ..... Date of Birth .....
8. State Association Membership ☐ Yes ..... ☐ Not Eligible for Membership
   Name of State Association
9. Local Association Membership ☐ Yes ..... ☐ Not Eligible for Membership
   Name of State Association

I understand that this program covers pre-existing health conditions (any conditions for which I have received medical treatment or advice 12 months prior to the date my coverage goes into effect) when 12 consecutive months have passed during which time I have received no medical treatment or advice for these pre-existing conditions or 24 months after the effective date of my insurance, whichever occurs first. All other conditions except the stipulated exclusions will be covered on the day this application is accepted.

Date ..... Signature of Applicant X .....

AS-5020 4-1-70 Ptd. in U.S.A.

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Send No Money. Your premium to the next scheduled premium due date (April 1 and October 1) will be calculated and you will receive a bill for that amount in your insurance kit. Thereafter the specified premium shown in this folder will be billed each 6 month period.

Mail to: NEA In-Hospital Income Plan
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Philadelphia, PA 19101

HOW TO ENROLL

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NEA In-Hospital Income Plan
P.O. Box 7768
Philadelphia, PA 19101

Send no money.

Upon receipt of application, the insured will be sent an insurance kit which contains the bill for that period of time from the effective date of insurance to the next regular premium due date (April 1 or October 1).

Thereafter, a bill will be sent two times a year by the insurance company.

This program is already in force and since there are no health requirements, the insurance will be effective from the day the application is received by the insurance company.

NEA cuts rates and improves benefit to make In-Hospital Plan a better buy

NEA is reducing the cost to members of its In-Hospital Income Plan and at the same time improving the plan.

As of October 1, the plan will cost about 14 percent less and will cover pre-existing conditions after a member has participated in the plan 24 months—whether or not medical care has been received or recommended during that time.

Arnold W. Wolpert, Special Services Division director, called the changes significant. "The improvements," he said, "are made possible by the sizable enrollment in the program and by a special agreement with the insurance companies that underwrite the program. The agreement provides for experience rating—that is, limiting company profits to 2 percent and retaining all other premium money to pay benefits, to cover operating costs, and to stabilize rates and guarantee benefits. Anything above those costs will be used to improve the program."

Wolpert pointed out that the Special Services Committee and Division give careful consideration to each program it recommends for adoption. And, he said, "the attention doesn't stop there. Continuous surveillance of programs is a part of the Special Services operation. Thus, whenever improvements in a program are possible or changes are desirable, Special Services makes the necessary provisions for them."

Wolpert explained that the reduction in rates for the Income Plan extends to all ages who qualify for coverage; and that the pre-existing clause makes it possible for those who have been seriously ill or injured in the past to enroll and be insured without restrictions by renewing this insurance for two years. Both improvements go into effect October 1 and will apply to those who now sign up for the program as well as to those already participating.

The Special Services Division will be glad to assist with any questions members might have, he said. Meanwhile, members may apply directly for the in-hospital coverage by filling out the application at the top of this page.

The NEA In-Hospital Income Plan has a number of outstanding features.

- **Benefits are doubled for cancer** if hospitalized before age 65.
- **Benefits doubled for intensive care** up to seven days.
- **Additional benefits for nursing home confinement.** The plan pays 50 percent of the benefit for confinement to such a facility immediately following hospitalization for up to 30 days.

NEA's In-Hospital Income Plan pays $20, $40, or $60 a day of hospital confinement as a bed patient.

These benefits are tax free and are paid directly to the insured; they are paid in addition to any other insurance or any other source of income. A claim need only be signed by the insured member and the attending physician. No need to send in hospital bills.

Additional plan features are:

- **No limit on frequency or size of claims.**
- **Few exclusions**—the only exclusions are hospitalization caused by pregnancy, act of war, intentionally self-inflicted injury; or while in a hospital operated by the federal government or its agency for which no charge is made to the insured.
- **Renewable for life**—the insurance can be renewed as long as the insured: pays the premium; maintains membership in NEA and the affiliated state and local education associations, if eligible; does not enter the Armed Forces for more than 30 days active service; and the master contract between NEA and the underwriting companies remains in force.
- **Guaranteed issue**—applications will be accepted from all NEA applicants under age 60 regardless of past medical history.
- **Spouse and children are eligible**—A member's spouse may be insured for the same benefit. Dependent children may be insured for one-half the amount. Dependent children must be unmarried and over 14 days but under 23 years of age and dependent upon the member for support and maintenance (including legally adopted children, stepchildren and foster children).

Topic: lower cost hospital income plan for members

NEA Special Services Director Arnold W. Wolpert (left) and NEA Executive Secretary Sam M. Lambert review the new benefit and rate schedule for the In-Hospital Income Plan. The new, lower rates go into effect October 1. The plan—first announced less than two years ago—already covers some 15,000 members and their dependents.

In-Hospital Income Benefits and Rate Schedule

	MEMBER'S AGE				
	Under 30	30-39	40-49	50-59	60 & Over† (renewal premium)
DAILY BENEFIT**	NEW LOWER SEMI-ANNUAL PREMIUMS				
$20					
Member Only	$ 14.20	$ 16.80	$ 22.70	$ 37.50	$ 49.50
Member & Spouse	27.90	33.10	44.90	74.50	98.50
Member, Spouse, Children	35.90	41.10	50.90	79.50	102.50
Member & Children	22.20	24.80	28.70	42.50	53.50
$40					
Member Only	$ 27.90	$ 33.10	$ 44.90	$ 74.50	$ 98.50
Member & Spouse	55.30	65.70	89.30	148.50	196.50
Member, Spouse, Children	71.30	81.70	101.30	158.50	204.50
Member & Children	43.90	49.10	56.90	84.50	106.50
$60					
Member Only	$ 41.60	$ 49.40	$ 67.10	$111.50	$147.50
Member & Spouse	82.70	98.30	133.70	222.50	294.50
Member, Spouse, Children	106.70	122.30	151.70	237.50	306.50
Member & Children	65.60	73.40	85.10	126.50	159.50

Costs are based on member's age and increase when member reaches the next age bracket. †On the first premium due date following your 65th birthday, benefits for all those insured under your policy will be reduced 50%. **Children's benefit—one half the amount shown.

NEA continues to press for equity in teacher pay during wage freeze

nea reporter

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NEA is continuing its efforts to win equity for the teachers of the nation who have been caught in a salary bind because of the timing of the wage freeze announced by President Nixon last month.

Association efforts redoubled this month after unofficial statements by several government officials seemed to contradict earlier rulings of the Cost of Living Council. Specifically, these comments questioned the continued validity of the Council's previous position that if a systemwide contract was adopted by a school board prior to the freeze date, and if any person was paid at the higher rate, then all persons covered by the contract are entitled to the increase.

Because school boards became reluctant to move forward with scheduled increases in light of these statements, NEA immediately pressed the Council for clarification of this and other rulings, but at press time the Council had not responded. The Council's executive director, Arnold Weber, has promised NEA Executive Secretary Sam M. Lambert that clarifying rulings will be made and that NEA officials will be informed in advance of these rulings.

Lambert reported that Weber's call to him came in response to intense NEA lobbying efforts on Capitol Hill and subsequent calls to the Cost of Living Council by concerned Congressmen. NEA lobbyists met with virtually every Congressman this month and reported promises that Congressmen would work for clarification of the issue.

Until some type of clarification is forthcoming, the NEA position remains the same: School boards should move ahead with payment of salary increases if teachers qualify under the Council's previously announced rulings.

An undetermined number of school systems are paying previously agreed upon raises. Some local education associations have announced that they are preparing "breach of contract" lawsuits because their school systems have not begun paying negotiated raises. They cite as support for their position several specific rulings by COLC, a letter sent by the Washington Office of Emergency Preparedness to the Montgomery County, Maryland, schools, and rulings by various regional offices of OEP, all of which authorized payment of higher salaries because some teachers did work before August 15 at rates set for all teachers this fall.

Victorious Hawaii association swings into action

The Hawaii State Teachers Association, which upset the teachers union in a statewide representation election in the spring, has begun negotiations to develop a strong, effective contract for Hawaii teachers. Above, HSTA's 1970-71 president, Odetta Fujimori, talks with Tadao Beppu, speaker of the Hawaii State House of Representatives.

After statewide victory

Negotiations on, membership up in Hawaii

Negotiations are ongoing and membership continues to rise in the Hawaii State Teachers Association in the wake of HSTA's spring victory in Hawaii's statewide representation election.

The election, first under the Aloha State's new Public Employee Collective Bargaining Act guaranteeing teachers and other public employees a full slate of rights including the right to strike, was decided by an 800-vote swing by teachers to the association in the runoff election.

HSTA upset the Hawaii Federation of Teachers in the May 19 runoff election 4,903 to 4,274, with 24 votes challenged and 50 voided. Of about 9,600 Hawaii teachers, 9,251 cast votes.

NEA's record in bargaining across the nation, HSTA's master contract proposal, and the backfiring on the Federation of unjustifiable contentions and unfulfilled promises all contributed to the victory. HSTA officials pointed out that winning the state of Hawaii had been a major goal of the American Federation of Teachers in 1970-71. The HSTA victory destroyed that priority, they said.

Under the Hawaii statute, HSTA is now the only organization which can represent teachers in any official dealings with the state's Department of Education. Thus all teachers will come to the association for grievance representation and other needs.

A service fee will be paid by all Hawaii teachers who have not yet joined HSTA to defray costs of representation. While the exact amount has not yet been officially set, it is understood that all exclusive representatives of public employees have asked for the fee to be set in an amount equal to membership dues. "It quite simply is costing us more than an amount equal to our dues to provide the quality of service teachers deserve," HSTA Executive Secretary Al Hamai said this month.

Odetta Fujimori, president of HSTA during the election, said, "Last year so much was accomplished that it is still exciting just to think about it. But last year was only a start."

New challenges

The challenge of winning a strong effective contract is before the association now. NEA staffer John Dunlop is on assignment in Hawaii to spearhead negotiations. Harvey Zorbaugh, director of NEA's New England Regional office, is also in the islands for one year at the request of HSTA to advise the state association on organization and related matters.

HSTA asked for and received massive assistance from the NEA during the hard-fought and successful campaign. NEA Former President Helen Bain campaigned effectively for the united teaching profession team, as did President Donald Morrison.

"We could not have won it without the united effort of the whole Association team—teachers, officers, and staff," Mrs. Fujimori said. "The facts were clearly in our favor, but facts don't do any good unless people get to hear them and have a chance to examine them carefully. The experience of the national officers and staff was simply invaluable, and the dedication of all of NEA's representatives who came here to help us is an example none of us will soon forget.

"It demonstrated again the commitment the Association has to the classroom teacher—to help us, when we need help, in the most effective way," she added.

New auto leasing plan set for NEA members

The NEA Executive Committee last month approved a new auto-leasing program for Association members. The program, run by Borg-Warner Leasing, is now available to all members, and 1972 model autos —foreign and domestic—are ready for delivery.

NEA spokesmen said the new program was adopted in order to serve more members at the lowest cost. (Leasing contracts already in effect with members will continue as they are.)

The Borg-Warner Leasing vehicle program offers several new features for members, including:

- Additional savings to each lessee if the auto excise tax is repealed retroactively (as has been proposed by the Nixon Administration)
- Delivery of the auto through local dealers
- Competitive rates promptly quoted
- Simplified computerized billing on a monthly basis
- Fleet discount card with each domestic model car leased.

To apply or to get specific, dollars-and-cents information on any model car, a member may complete and mail the form on page 5 of this issue of the REPORTER. Information is also available by toll-free telephone (800 424-8576).

Members may lease vehicles for other members of their families through the program. A number of leasing options are offered with terms of 24 months and 36 months. All paperwork involved with licensing and sales taxes are handled by local auto dealers.

The program is open to all members of NEA and its related organizations in the continental United States, in Hawaii, and in Puerto Rico. No down payment is required for members beyond a $150 security deposit.

Borg-Warner Leasing's national leasing manager, Clark E. Campbell, said this month that the new program will give NEA

(See NEW AUTO LEASE, p. 5)

School busing becomes a political issue

Panel downs general aid, OK's desegregation plan

A House subcommittee has approved a modified version of President's Nixon's $1.5 billion school desegregation plan after defeating a move to add a $5 billion general aid provision to the bill. Some members of the General Subcommittee on Education were concerned that the no-strings-attached provision could kill the basic desegregation measure; others feared that the proposed aid formula would shortchange disadvantaged students.

Committee Chairman Roman Pucinski (D-Ill.) first proposed the massive aid increase as an alternative to the Administration's revenue sharing plans, which he says will not meet schools' desperate financial needs. Since then several versions of the general aid concept have surfaced, notably one by Rep. William Ford (D-Mich.) and another by Congresswomen Edith Green (D-Ore.).

All approaches make aid available to nonpublic pupils through the local education agency, and much of the discussion has centered on the constitutionality of this provision. The general aid proposal will probably be offered again in full committee, or as an amendment from the floor. If passed and funded, this measure would increase federal aid to education almost fourfold — to 25 percent by 1976.

The basic desegregation bill approved by the subcommittee authorizes $500 million for fiscal 1972 and $1 billion for fiscal 1973 to help schools desegregate. Ninety percent of the funds would be allotted among the states and could be used for remedial services, staff hiring, guidance and counseling, innovative interracial programs, community activities, and other "specially designed" programs.

In this way the House bill differs substantially from the version passed by the Senate in April. Although both authorize $1.5 billion over two years to finance court-ordered desegregation or promote voluntary integration, the Senate version earmarks most of the money and requires each district to adopt a comprehensive district-wide plan and establish a model "quality integrated" school.

Busing opposed

The House desegregation bill has come under attack recently by Chairman Pucinski and other subcommittee members who say most of the money will be used for busing. HEW Secretary Elliot Richardson called such statements "irresponsible" and "grossly inaccurate." U.S. Office of Education guidelines discourage the use of federal funds for busing even when used to implement a "constitutionally required" desegregation plan, Richardson said. He cited a recent USOE letter to chief state school officers saying "transportation costs will be given very low priority" under the desegregation aid bill.

In the wake of the controversy, Presendent Nixon sent Congress an amendment to the $1.5 billion measure expressly prohibiting the use of any of those funds for busing. Several Representatives say the anti-busing amendment will jeopardize the bill, but Pucinski says it will ensure House passage.

Campaign Bus

—copyright 1971 by Herblock in The Washington Post

NEA calls for peace, reason

"Gravely concerned" that the recent controversy over school busing "may have disastrous effects upon children," NEA has called for reason and understanding so that schools can open peacefully and in keeping with recent court decisions.

"Representing teachers throughout the nation, we call upon citizens and educators to rise above the negative discussions brought on by political posturing of recent weeks," NEA President Donald E. Morrison said.

"It is particularly upsetting that President Nixon threw a barrier across the road to orderly progress by issuing his statement of August 3," Morrison continued.

"Coming just before the opening of school, the President's inappropriate statement has been seized upon by opportunistic segregationists and used to their selfish ends."

In his August 3 statement in connection with the Austin, Texas, school desegregation case, President Nixon declared that the Administration favored no more busing than the minimum required by law.

"The 1971-72 school year," said Morrison, "may be the last chance for America's school districts to rise above the dismal succession of diversionary issues—the latest of which is busing—and provide truly integrated schools. The objective is improved education, not only for minority children, but for all children. We live in a multi-racial society. Schooling which fails to recognize that fact also fails to prepare children for life in that society."

The NEA president called attention to the U.S. Supreme Court decision last April 20 in the Charlotte, North Carolina, case, noting that the decree "set forth minimal standards for meaningful desegregation." The court opinion upheld busing in this case, where the state had challenged a federal district judge's order that busing be increased in the area to bring about a unitary school system.

NEA instructional, legislative chiefs named

NEA this month announced an appointment designed to revitalize and extend the influence of the teaching profession in the areas of classroom instruction and professional development. In a dual appointment, James W. Becker has been named assistant executive secretary for instruction and professional development of NEA and executive director of the National Foundation for the Improvement of Education. Announcement of the appointment was made by NEA Executive Secretary Sam M. Lambert, with the concurrence of the NEA Executive Committee and the board of directors of NFIE.

Becker, 44, comes to NEA from Philadelphia, where he has worked as executive director of research for Better Schools, Inc., since 1966. He has served as a teacher and school administrator in Pennsylvania for nearly two decades.

Becker is, Lambert said, "a young man capable of administering the massive revolution now under way in the classroom—a revolution long pursued by the 1.1 million members of this organization.

"Becker combines keen administrative ability with a deep understanding of and commitment to quality education for all children in America. The NEA's reorganized Division of Instruction and Professional Development, working closely with the new Foundation, will reemphasize relevant curriculums and update instructional practices to add to those special ingredients demanded by the problems of the 70's."

James W. Becker

Lawrence G. Derthick

Stanley J. McFarland

The Division of Instruction and Professional Development of NEA will watchdog new developments in education, study and develop relevant ideas, programs, and projects. As reorganized, the unit will provide strengthened technical and professional assistance to the classroom through state and local associations. It will lead the organizational mandate to achieve self-governance and professional self-determination, thereby raising the standards for teacher preparation and licensing.

As assistant executive secretary for IPD, Becker succeeds Lawrence G. Derthick, who has headed NEA's professional development unit since 1961. U.S. Commissioner of Education during the second Eisenhower administration, Derthick will retire December 31.

In another recent NEA change, Stanley J. McFarland, an NEA staff member who played a major role in the powerful education lobby on Capitol Hill in 1969 and 1970, was named an assistant executive secretary of NEA and director of the NEA Office of Government Relations and Citizenship.

The Emergency Committee for Full Funding of Education Programs, with McFarland as chairman, was an unprecedented coalition of more than 70 education and education-related organizations. The group's effectiveness in working with Congress caused it to be characterized as second only to the military-industrial complex in being the most powerful lobby in Washington.

McFarland, former assistant secretary of GR&C, succeeds John M. Lumley, who retired March 1.

nea reporter

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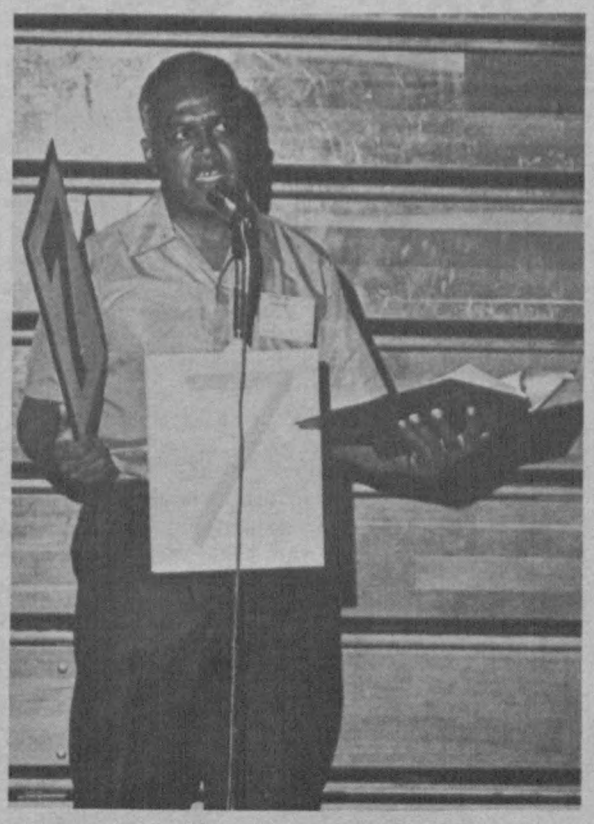
Supreme Court considers rights of nontenured



NEA Constitutional Convention plans changes for the profession

NEA teacher-leaders—484 of them—gathered in Fort Collins, Colorado, this summer to draft a new constitution and bylaws for the Association. The proposals—printed in full in a special issue of the *Reporter* earlier this month—include a compromise plan to allow local education associations to decide by secret ballot if their active membership shall be classroom teachers only or include nearly all members of the profession. Many of the Con Con delegates are meeting with state and local groups this fall to discuss the proposed documents. The same 484 delegates will reconvene next spring to consider all suggested changes as they prepare the final submission of a proposed constitution to the 1972 NEA Representative Assembly for possible amendment and adoption. If the Representative Assembly adopts a constitution, then all NEA members will have a chance to vote on the proposed document before it goes into effect. Pictured above at left is Robert Threatt of Georgia, speaking from a floor microphone during the Con Con sessions. At right, Con Con Chairman Gene R. Duckworth gets advice from Parliamentarian Hugh Cannon.

The U.S. Supreme Court has agreed to give a full hearing to the landmark *Sindermann* case, which concerns the nontenured educator's right to those procedures which guarantee him due process.

The Supreme Court has also been asked to consider cases from the Sixth and Seventh federal circuits during its fall term. These (Orr and Roth) cases also involve due process rights of nontenured staff. The Court has not yet agreed to hear either case.

NEA advocacy

The high court's action will have broad ramifications for rights of nontenured faculty throughout the country, and NEA, in briefs and arguments, will advocate a strong teacher rights position.

In the *Sindermann* case, the U.S. Court of Appeals for the Fifth Circuit reversed a lower court ruling which went against a social science instructor at Odessa (Texas) Junior College. Sindermann alleged that his contract was not renewed solely because he exercised constitutional rights of free expression, association, and petition.

A faculty leader, Sindermann testified before the state legislature on matters relating to tenure and academic freedom and also actively advocated elevation of the college to four-year status, a move opposed by the Board of Regents.

The Fifth Circuit in another case ruled that where a nontenured teacher has an "expectancy of reemployment" the school system must show cause for the nonrenewal and give the teacher a hearing before an impartial tribunal.

The court also ruled that if a teacher without such an expectation believes that the nonrenewal is a reprisal for exercise of constitutional rights, the teacher, upon notifying the administration of his claim, is entitled to a hearing.

N.Y. university group ratifies pact

Members of the Senate Professional Association, bargaining agent for the 15,000 teaching and nonteaching professionals at the State University at New York (SUNY), last month overwhelmingly ratified a contract with the state's Office of Employee Relations. The SPA-state agreement calls for a "6 percent increase in basic salary and a continuance of annual salary increments," according to Robert Granger, SPA president. SPA is a unified affiliate of the New York State Teachers Association and NEA.

On the noneconomic side, Granger singled out a binding arbitration clause in the settlement as a "very significant gain for both teaching and nonteaching professionals." Binding arbitration will assure an aggrieved party the judgment of a third, neutral party when SPA and the state cannot agree on the interpretation of the contract. "The arbitrator," explained Granger, "will be chosen by a joint SPA-state committee in each case."

For the nonteaching staff at SUNY, the SPA president viewed a job security clause in the settlement as "a breakthrough which offers, for the first time, an opportunity for this group of employees to discuss and make recommendations affecting their positions."

A major fringe benefit in the settlement involves inclusion of the SUNY faculty in the state's dental insurance plan, bringing SUNY professionals up to par with other state workers.

Ruling promises cable TV channel for schools

Schools may soon have their own free cable television channel. The Federal Communications Commission has issued preliminary regulations requiring cable television operators to offer schools one channel free for a five-year period.

Unlike broadcast television which is licensed by the FCC, franchises for cable systems are granted to private firms and organizations by local governments. The ruling sets aside three free channels in each community—one for education, one for municipal use, and one for public access.

Harold Wigren, associate director of NEA's Division of Educational Technology, hailed the rulings as a major first step for NEA and the 70-member coalition which lobbied actively for these channels.

The guidelines also say that cable television must have the capacity for two-way communication, essential, in FCC's words, for "educational feedback." This would make possible actual "over-the-air" teaching. Clusters of schools could also be linked by the cable so that pupils could exchange live productions. Universities could send teacher education courses to several schools in an area. Without interferring with instructional television, channels could also be used for teacher conferences, demonstrations, films, or for information retrieval.

At present, most cable systems have a capacity for 12 channels (though the FCC recommends at least 20). If they wanted to, education interests could lease more than one channel, but at regular prices. This would be necessary to get the communications services that NEA wants for the schools. The rulings require operators to make these additional channels available if none exist.

professional calendar

The following information has been compiled to meet many requests for a listing of meetings sponsored by NEA or national groups affiliated with it. Additional meetings will be listed in future issues of the REPORTER.

Meetings, Natl. Council of Teachers of Mathematics: **Oct. 7-9**—Oklahoma City. **Oct. 13-16**—Fort Lauderdale, Fla. **Oct. 21-23**—Columbus. **Oct. 28-30**—Birmingham, Ala. **Nov. 11-13**—Boston. **Nov. 18-20**—Omaha, Nebr.

Oct. 28-30—Conference, The School of the Future—Now, Continuous Education Council of the Assn. for Supervision and Curriculum Development, Chicago.

Regional conferences, Natl. Science Teachers Assn.: **Sept. 30-Oct. 2**—North Central, Milwaukee. **Oct. 7-9**—Great Lakes, Cleveland. **Oct. 7-9**—Northeast, Hartford, Conn. **Oct. 21-23**—Southwest, Albuquerque. **Nov. 4-6**—Midwest, Tulsa. **Nov. 11-13**—Northern, Vancouver, B.C., Canada. **Nov. 11-13**—Eastern, Philadelphia. **Nov. 17-20**—Western, Anaheim, Calif. **Dec. 1-4**—Southeast, Jacksonville, Fla.

Oct. 24-26—AASA-AAAS science seminar, American Assn. of School Administrators and American Assn. for the Advancement of Science, Washington, D.C.

Oct. 10-13—National conference on regional education programs, American Assn. of School Administrators and Rural Education Assn., Reno.

NEA-Topeka negotiates contract

Efforts by the Topeka (Kansas) Board of Education and NEA-Topeka to comply with the "meet and confer" guidelines in the state's year-old Professional Negotiations Act have produced the parties' first negotiated agreement. The agreement provides across-the-board salary increases ranging from $460 for some 1,070 teachers to $600 for about 110 administration and professional employees over a 12-month term.

Among the tactics employed by the association to assure that board negotiators would come back to the bargaining table were individual "contract-stacking," sanctions against the board, informal approval by teachers of a fall strike, and an extensive public information campaign.

According to NEA-Topeka negotiator Wayne Fernkopf, the contract incorporates into formal language a number of terms and conditions established by past practice and informal agreement. One significant inclusion in the new pact, Fernkopf said, is a provision for binding arbitration of grievances, plus a firmed-up grievance procedure.

To protect faculty

NEA wins cases in merged school systems

NEA — acting through its DuShane Emergency Fund — has won a record number of cases that strengthen the protection of faculty in recently merged school systems.

The first federal court ruling declaring the use of cut-off on the National Teachers Examination an invalid standard for dismissing and hiring teachers was issued in a case brought by NEA, the Mississippi Teachers Association, and eight black Columbus, Mississippi, teachers. The court:

- Struck down the board's use of NTE because it violated the equal protection clause of the 14th Amendment;
- Ordered the board to rehire the eight teachers and to give them back pay and expenses to return to Columbus;
- Insisted the board hire enough black teachers this fall to attain the faculty racial ratio which existed just prior to dissolution of the dual school system.

The ruling that NTE does not measure classroom performance will help NEA to eliminate arbitrary use of the test against its members. A similar decision was handed down against discriminatory use of the Graduate Record Examination.

A ruling against the use of NTE restored ten black Okolona (Mississippi) teachers dismissed because of low test scores or failure to submit a score to teaching positions. The court enjoined the school district from requiring standardized test scores as a precondition for retention of teachers, and further specified that such scores, submitted by new applicants without prior teaching experience, be utilized in a racially nondiscriminatory way.

The Fifth Circuit Court of Appeals—whose jurisdiction includes Alabama, Florida, Georgia, Louisiana, Mississippi, and Texas—affirmed a federal ruling calling for objective criteria in hiring and retention of faculty and use of stiff racial quotas to remedy job discrimination and to prevent future racial bias. The Court also extended the use of nonracial objective standards to dismissals which occur after desegregation. This case originated after 19 black Concordia Parish (Louisiana) teachers were replaced by 22 white teachers. Last year the lower court restored them to their jobs just prior to the opening of school.

Among other recent victories:

- Two black principals who had been demoted to positions with fewer responsibilities as schools were desegregated in Decatur City, Alabama, were reinstated.
- A displaced black principal and teacher will return to jobs in Baker County, Georgia, this fall and will receive back pay for last year.
- Several black Greenwood, Mississippi, teachers fired after they volunteered to teach in the formerly all-white school were offered teaching positions.
- A black principal reassigned as a classroom teacher was given an assistant principalship in the Clay County (Alabama) Schools at a principal's salary; he will be placed in the next vacant principalship.

Classroom teachers rally to call for change

Classroom teachers rallied to the call for change this summer as approximately 3,100 ACT delegates met to formulate ACT policies, adopt resolutions, and elect officers. In an address to the ACT Representative Assembly, June 26, outgoing President Donald F. Wilson urged teachers to accept the role of responsible militants, for "talk that does not lead to any kind of action is best suppressed altogether" (Thomas Carlyle).

Delegates adopted resolutions that reflected their vigorous concern for education, the professional associations, and human rights. In these resolutions ACT:

- supports the principle of constitutional guarantees that assure minority group members of opportunities to hold office or serve in elected, appointed, or staff positions in professional associations.
- declares that classroom teachers should be held accountable only to the degree that they share responsibility in educational decision making and to the degree that others sharing this responsibility are also held accountable. A similar resolution was adopted by the NEA Representative Assembly, which met June 28 through July 2.
- opposes any performance contract in which classroom teachers have not determined through their local associations all phases of the program.
- notes that the growing crisis in school finance has caused the reduction of teaching staffs and increased teacher load and urges local associations in crisis areas to alert members to the implications of these developments for education.
- supports the principle of agency shop and urges local associations to include a provision for agency shop in any negotiated agreement.
- believes that administrators are responsible for providing effective teaching conditions, and urges local associations to negotiate agreements "that will protect teachers whose effectiveness may be compromised by ineffective administrative practices."

Newly elected classroom teacher officers confer

Jim A. Roady (left), Yakima, Wash., president of the Association of Classroom Teachers (ACT), NEA, confers with newly elected 1971-72 ACT officers (left to right) *Judy Behnke*, secretary, Kansas City, Mo.; *Mrs. Alvia Barfield*, president-elect, Los Angeles, Calif.; and *Charles M. Campbell*, vice-president, Honolulu, Hawaii. Also elected were *Mrs. Mildred B. Merrill*, New England regional director, Rockland, Maine; *Dale B. Schofield*, Mountain States regional director, Clearfield, Utah; *Mrs. Agnes M. Morse*, East Coast regional director, Ridgewood, N.J.; and *Mrs. Lois Tinson*, West Coast regional director, Baldwin Park, Calif. The regional directors will serve 1971-74 terms.

World teaching confederation holds its largest meeting ever

The largest meeting ever held by the World Confederation of Organizations of the Teaching Profession took place in Kingston, Jamaica, in August with representatives from 86 countries and almost 700 delegates and observers attending. Niamkey Adiko of the Ivory Coast, vice-president of WCOTP, presided during the absence of William G. Carr, who was ill. Carr's presidential address, given for him by Irvamae Applegate of St. Cloud, Minnesota, dealt with peace and freedom and human dignity.

Theme of the conference was "Rural Education." In conjunction with the conference, specialized meetings of the International Reading Association, School Librarians, Audio-Visual Instruction, Technical-Vocational Education, and an Adult Education Association seminar were held. The program also included the International Congress of ICHPER.

In one of the sessions, WCOTP Vice-President Adiko presented a plaque to NEA President Donald Morrison and Executive Secretary Sam Lambert stating that WCOTP "salutes" the NEA and "records its deep appreciation of the wholehearted cooperation of the NEA throughout the period when the WCOTP International secretariat was in Washington, D.C. 1952-1971."

The American delegation was headed by NEA President Morrison. Helen Bain, immediate past president of the NEA, was a member of the Resolutions Committee.

Oklahoma, Missouri remove state sanctions

In June the Oklahoma Education Association lifted sanctions from the Oklahoma Public Schools "primarily because of the efforts of the governor and state legislature to make education a top priority." Sanctions had been in effect since June 1968.

In June also the Missouri State Teachers Association removed its sanctions from the Missouri Public Schools after the state's General Assembly appropriated a $70 million increase in the state support for the 1971-72 school year.

Among other sanctions removed since last spring were those of the Pennsylvania State Education Association from the Erie Public Schools, of the Nebraska State Education Association from the Tri-County Public Schools, of the California Teachers Association from the Tehachapi Unified District, and of the Minnesota Education Association from the Verndale Public Schools.

Unsatisfactory conditions reported

Below is a current listing of names of school districts or systems where a state education association has notified members of the profession and the public that unsatisfactory educational conditions exist.

Association	District or System
• California Teachers Association	Alvord Unified
• California Teachers Association	Lawndale Elementary
• California Teachers Association	Los Altos Elementary
• California Teachers Association	Los Banos Unified
• California Teachers Association	Madera Unified
• California Teachers Association	Ukiah Unified
• Idaho Education Association	Idaho Legislature
• Iowa State Education Association	English Valleys Community Schools
• Iowa State Education Association	Ida Grove Community Schools
• Maine Teachers Association	SAD 13 (Bingham area)
• Minnesota Education Association	Appleton Public Schools
• North Dakota Education Assn.	Grand Forks Public Schools
• North Dakota Education Assn.	Turtle Lake Public Schools
• Ohio Education Association	Findlay School Dist., Hancock Co.
• Ohio Education Association	Northwest Local, Hamilton Co.
• Ohio Education Association	Ohio Public Schools
• Ohio Education Association	Springfield Local, Mahoning Co.
• South Carolina Education Assn.	S. Carolina Public Schools
• Washington Education Association	Clarkston Public Schools
• Washington Education Association	Mead Public Schools
• Washington Education Association	Mossyrock Public Schools

names in the news

Walter W. Eshelman, supervising principal of the Upper Dublin (Pa.) Township Schools and 1959-60 NEA president, died suddenly following a heart attack May 15.

Harvey E. Gayman, 81, executive secretary emeritus of the Pennsylvania State Education and long-time NEA director from Pennsylvania, died July 27 in Harrisburg.

F. Erle Prior, who joined the NEA staff in 1934 and retired as art editor of the *NEA Journal* in 1953, died May 28 in Arlington, Virginia.

Harriett M. Chase, who served as chief assistant to the NEA executive secretary from 1920 to 1953, died July 17 in Alexandria, Virginia.

The ACT executive committee has appointed **Barbara Tinsley,** of Richmond, Virginia, Mid-Atlantic regional director for 1971-72. Miss Tinsley is to complete the unexpired term of **John Washington,** who has resigned to accept a staff position with Con Con. She is a science teacher at John Marshall High School in Richmond.

Patrick F. Ferrone, a counseling psychologist for the Des Moines public schools, was recently elected chairman of the NEA Legislative Commission for 1971-72.

NEA Executive Secretary **Sam Lambert** recently appointed **Vivian Powell,** chairman of the Michigan School Employees Retirement Committee, and **W. Jack Tennant,** NEA coordinator of Teacher Retirement, as NEA delegates to the White House Conference on Aging, to be held Nov. 28-Dec. 2.

Recently appointed for the first phase in New York City of the Impact Project of the National Association for Public Continuing and Adult Education are **David G. Puddington,** former head football coach at Kent (Ohio) State University, as coordinator of field services, and **Carol A. Word,** Washington, D.C., manpower training expert, as program coordinator. In cooperation with the New York City Board of Education they will administer an experimental research project in adult basic education which will focus on recruitment, retention, and counseling.

AFT convention

Union moves staff, plans political arm

Announcement of the regionalization of the field staff, a proposal to establish a political action arm, targeting in on the organization of nonpublic school employees and higher education faculties, and intra-union politics highlighted an often disruptive convention of the American Federation of Teachers in San Francisco August 16-20.

Meantime, the AFT reported a record membership of 246,747 for the year ending last May 31, an increase of 41,424 over the 1970 figure. AFT President David Selden criticized NEA because no Association member had ever gone to jail. The union endorsed an immediate ceasefire in Vietnam.

The AFT also attacked NEA's action on the wage-price freeze as "premature" because the NEA's appeal to the Cost of Living Council "had the effect of recognizing the authority of the Council even though competent legal authority has disputed its legality" and thus the NEA's action, said the AFT, broadened "the adverse impact on teachers of the President's action."

Two new members were elected to the AFT executive council. They were Velma Hill of New York City and Larry Sibelman of Los Angeles.

AFT's regionalized field staff will be based in the East, the South, the Midwest, the Western states, and the Pacific states. Selden said the Federation probably would establish a political committee, and the convention approved the raising of a $1 million "political war chest" in an attempt to vote the Nixon Administration out of office next year.

In addition to private school employees and college and university teachers, the AFT has set organizational priorities for teachers in Puerto Rico and in the South.

Caucuses busy

The two caucuses within the organization, the Progressive Caucus, of which every executive councilman is a member, and the United Action Caucus, were busy laying groundwork for the presidential and council elections next year in St. Paul, Minnesota.

AFT President Selden said that the biggest disappointment of the 1970-71 year was the loss of the representation election in Hawaii. But, he added, the executive council has already made plans to win it back, and it would be "a union state" next year.

Other elections which the AFT hopes to win in the coming year will be held among the higher education faculties in Hawaii, the City University of New York, and the public schools in Portland, Oregon, he said.

New auto lease plan . . .

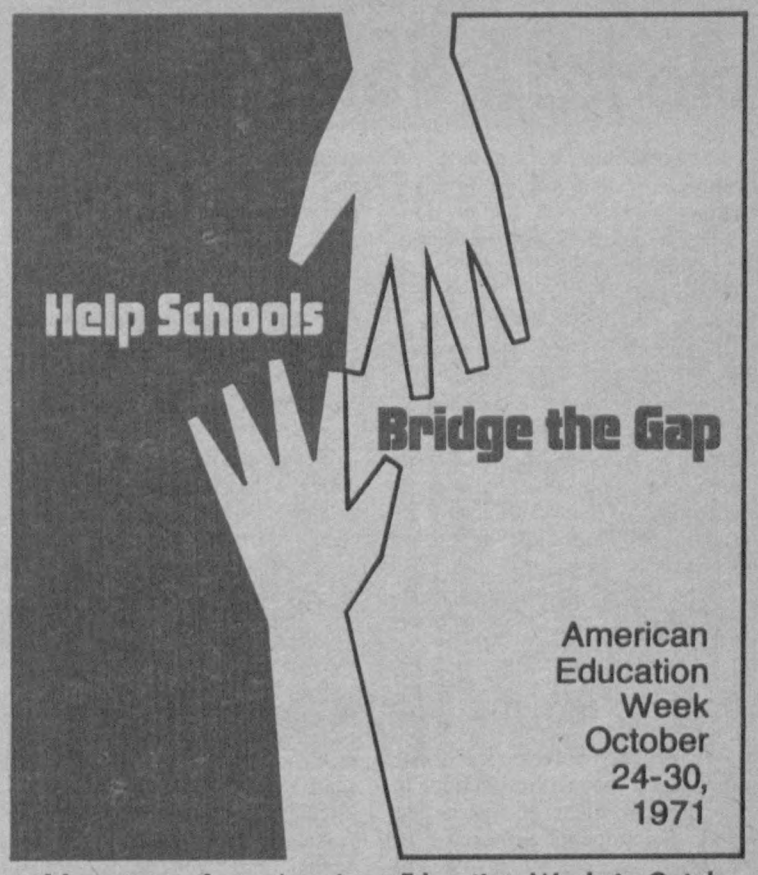
(Continued from page 1)

members the advantages of buying vehicles in volume, with the savings passed on to them.

Campbell pointed out that Borg-Warner Leasing has district leasing offices located throughout the country which work with a nationwide network of established dealers. He announced that the company has set up a base of operations near NEA Center in Washington, D.C., to expedite initial requests from NEA members.

He said that members who promptly return the application may be in a position to save substantially on 1972 models due to the current price freeze.

To expedite the ordering of 1972 models, simply complete the application below in its entirety and forward it to Borg-Warner Leasing, Suite 912, 1156 Fifteenth St., N.W., Washington, DC 20005.



It's not too late. American Education Week is October 24-30 this year. Even if you've missed ordering observance material, you can still get ideas for last-minute planning from the *AEW Packet,* which includes the *Source Book for Speakers and Writers* (to get theme ideas) and the *Observance Manual* (to learn how others have made AEW a special week). A new, especially designed program is also available: *How To Get Your Child To Listen to You—How To Listen to Your Child* (two filmstrips for parents) and booklets of the same title. All orders must be accompanied by payment unless on an official purchase order from a school district or institution. Billed orders will have shipping and handling charges added. In order to receive materials in time for AEW via fourth-class mail, your order must arrive no later than *October 1* if you live west of the Mississippi River and no later than *October 8* if you live east of the Mississippi River. Quantity discount: 2-9 copies, 10 percent; 10 or more copies, 20 percent.

TO: American Education Week
Section 200, P.O. Box 327
Hyattsville, MD 20781

Quantity

.....(058-01968) AEW Packet, $3

.....(058-02178) How To Get Your Child To Listen to You—How To Listen to Your Child filmstrips, $15

.....(051-02168) How To Get Your Child To Listen to You—How To Listen to Your Child booklets, Pkg. of 30, $2

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name

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address

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city, state, ZIP

Total enclosed $.....

Borg-Warner Leasing Application and Vehicle Request Form

PRINT FULL NAME ☐ MR. ☐ MRS. ☐ MISS — FIRST — MIDDLE — LAST — AGE — ☐ MARRIED ☐ SINGLE ☐ DIVORCED — NUMBER OF DEPENDENTS — AGES OF CHILDREN

PRESENT ADDRESS — NUMBER AND STREET — CITY — COUNTY — STATE — ZIP — LIVED YEARS — THERE MONTHS — PHONE

PREVIOUS HOME ADDRESS — NUMBER AND STREET — CITY — COUNTY — STATE — ZIP — LIVED YEARS — THERE MONTHS — PHONE LISTING IN NAME OF — ☐ LESSEE ☐ SPOUSE ☐ OTHER

SELF EMPLOYED ☐ — OTHERS ☐ — EMPLOYER — BUSINESS ADDRESS — INCOME — HOW LONG YEARS — MONTHS — PHONE

SCHOOL OR BUSINESS — NAME OF PREVIOUS EMPLOYER — ADDRESS — NO. YRS.

NEAREST RELATIVE NOT LIVING WITH ME — NAME — ADDRESS — RELATIONSHIP

SPOUSE'S GIVEN NAME — IF SPOUSE EMPLOYED, NAME OF EMPLOYER — INCOME — HOW LONG YEARS — MONTHS

BANK NAME — STREET — CITY — STATE — ZIP — ☐ CHECKING ☐ SAVINGS

LAST CAR FINANCED — NAME — STREET — CITY — STATE — ZIP — AMOUNT OWED

OTHER CREDIT REFERENCES
1 NAME — STREET — CITY — STATE — ☐ OPEN ☐ CLOSED
2 NAME — STREET — CITY — STATE — ☐ OPEN ☐ CLOSED
3 NAME — STREET — CITY — STATE — ☐ OPEN ☐ CLOSED

HOME ☐ RENT BY MO. ☐ LEASE ☐ OWN — NAME AND ADDRESS OF LANDLORD OR MORTGAGE HOLDER — MO. PYMT. OR RENT — MKT. VAL. IF OWNED — AMT. MORTGAGE

I HEREBY CERTIFY that the above statements are true and accurate, that I have answered all questions in full, and that I understand false or incomplete information will void this application.

SIGNATURE _____ DATE _____

car desired:
make
model
body type
preferred color:
exterior
interior
options:
engine six ☐ eight ☐ — tinted glass ☐
automatic transmission ☐ — tires ww ☐
power steering ☐ — wheel covers ☐
power brakes ☐ — vinyl trim ☐
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Senate revises college aid, passes day care

The Senate has passed an omnibus bill making sweeping changes in federal higher education legislation and drastically reorganizing the U.S. Office of Education. The bill, sponsored by Sen. Claiborne Pell (D.-R.I.), authorizes $18 billion over the next four years and proposes a new student assistance program offering a $1,400 basic grant for each undergraduate. This grant would be adjusted by the U.S. Commissioner of Education according to the student's family assets.

The bill also continues existing educational opportunity grants, work-study, NDEA, and guaranteed student loan programs for students whose needs are not met by the basic grant or whose family incomes are too high to qualify for them. In addition, the measure sets up a student loan association to provide a secondary market for government-backed loans made by banks.

To help financially troubled colleges meet operating expenses, schools would receive "cost of education allowances" based on their size and number of enrolled students receiving any part of the basic $1,400 grant. In an effort to protect newly aided students, colleges are barred from raising tuition unless exempted by the Commissioner. Another safeguard prohibits institutions from receiving aid until all eligible students receive basic grants. Schools in severe distress may apply for $150 million in emergency aid authorized for fiscal 1972 and 1973.

The bill also establishes a new department of education within the Department of Health, Education, and Welfare headed by an upgraded Commissioner. The Commissioner would report directly to the Secretary of HEW and oversee a troika composed of the present Office of Education, the Administration's proposed National Foundation for Postsecondary Education, and the proposed National Institute of Education. Sen. Pell sees this as a step toward creation of a Cabinet-level Department.

New programs dealing with ethnic studies, consumer education, and junior colleges are included in the omnibus legislation. The House is still trying to draft its version of a higher education bill.

Child day-care legislation has also been receiving much attention in Congress. A new $2.1 billion two-year child care program was approved recently by the Senate Labor and Public Welfare Committee. Senator Walter Mondale (D-Minn.), sponsor of the bill, envisions day care available to all children through age 14, with priority given to preschool and disadvantaged children. Any size city may apply to run a program, and families would be charged fees on an ability-to-pay basis. The House version, still in committee, limits program sponsorship to cities of 100,000 population or more, and differs from the Senate bill on the extent of parental control. Child care provisions are also included in the Administration's welfare reform bill, but these programs are open only to working mothers or those enrolled in work training.

Funding procedures

In a related development, HEW has adopted new procedures speeding up funding information to the states. State governments will now receive program allotment figures for federal grant-in-aid programs three weeks after the funds are approved by Congress and allocated by the Office of Management and Budget. Starting with fiscal 1973, states will also receive tables of estimated allotments for the next fiscal year seven working days after the President's budget request is submitted to Congress. HEW is the first federal department to adopt the new procedures.

Northeast instruction workshop set

A problem-solving workshop for local association action in the improvement of instruction will be conducted September 30 through October 2 at Nassau Inn, Princeton, New Jersey, by the NEA Division of Instruction and Professional Development and the state education associations of New York, Pennsylvania, and New Jersey.

The workshop is designed to promote the role of the local association for instructional improvement. Selected associations in the three states will send teams to the workshop for intensive training in clarifying concepts, determining priority needs, and generating action plans. A strong focus is on implementation of plans back home, with provision for coordinated follow-up by local, state, and national.

Similar workshops have been held in five other areas of the United States. Thelma W. Horacek, DIPD, serves as coordinator for these programs.

Savannah association tops union in first major Southern contest

In the first major representation election ever held in the South, the Chatham (County) Association of Educators defeated the local AFT affiliate in Savannah, Georgia.

In a mail ballot conducted this summer, CAE, affiliated with the Georgia Association of Educators and NEA, received 604 votes, the AFT, 568. Fourteen teachers voted for "no agency," and 53 ballots were void. The 1,239 votes cast represented approximately 86 percent of the 1,442 eligible voters.

Status of major educational bills as of September 9—first session—92nd Congress

Bill	House	Senate	Provisions
Department of Education HR 2356; S 1485	Hearings in progress	Hearings in progress	Creates a cabinet-level Department of Education to administer all federal education programs and to give education a top-level spokesman.
Professional Negotiations Act for Public Education S 600; HR 9324	In committee	In committee	Establishes a Professional Education Employees Relations Commission in HEW to mediate disputes between school boards and teachers organizations. Authored by NEA, bill provides recourse to commission in impasse.
Mobile Teachers Retirement Act HR 10216; S 2082	In committee	In committee	Permits teachers to move across state lines without losing all retirement benefits.
Medicare for Teachers HR 1; S 880	Passed June 22, 1971	In committee	Extends Medicare coverage to teachers not presently covered, through agreements between HEW and state governments.
Retirement Income Tax Credit HR 1 S 316	Passed June 22, 1971	In committee	Amends the Internal Revenue Code concerning tax treatment of retired teachers and others whose income is derived from sources other than Social Security.
Equal Employment Opportunities Commission HR 1746	Awaiting floor action		Brings teachers under the jurisdiction of the EEOC; gives that agency power to issue legally enforceable "cease and desist" orders against employers discriminating on the basis of race, religion, age or sex.
School Desegregation Bills HR 2266 HR 4847 S 1557	Reported from subcommittee July 29, 1971	Passed April 26, 1971	Senate bill earmarks $1.5 billion over two years to aid nation-wide school desegregation, and establish model quality integrated schools. House version allots 90 percent to the states for remedial services, staff hiring, guidance and counseling, and pilot interracial and community programs.
National Institute of Education HR 33, HR 3060; S 659	Hearings in progress	Passed August 6, 1971	Creates an educational research institute in HEW to promote educational experimentation and reform. Part of Senate higher education bill.
Early Childhood Bills HR 6748 S 2007	Markup in progress	Passed September 9, 1971	Expand and coordinate federal child daycare services. Emphasize educational, nutritional, and health services for poor pre-school children, but programs would be open to all families, with fees paid on a sliding scale.
Higher Education Bills HR 7248 S 659	Markup in progress	Passed August 6, 1971	Expand and revise most higher education laws. Administration bills emhasize grants and loans to low income students. Alternative proposals provide funds to all qualified students with additional grants to the colleges.
General Education Assistance Act of 1971 HR 1491	In committee		Authorizes $100 per school-age child to the state for increasing teachers' salaries and meeting other urgent needs; provides additional $2.5 billion for poor states.
U.S. Office of Education FY 1972 Appropriation HR 7016		Signed July 9, 1971 P.L. 92-48	Provides $5 billion for USOE in FY 1972, about $445 million more than Nixon's budget for comparable programs, and about $540 million more than approved in FY 71.
Ethnic Heritages Studies HR 7988 S 659	Reported to full committee March 10, 1971	Passed August 6, 1971	HR 7988 authorizes $50 million over two years for ethnic cultural heritage studies; S 23 authorizes $30 million and is incorporated into S 659. Grants may be used to develop curriculum and train teachers.
Department of Human Resources HR 6963 S 1432	Hearings in progress	Hearings in progress	Administration plans to replace HEW with a Human Resources Department. Education programs would be regrouped and operated by a Human Development Administration along with manpower programs.
Special Revenue Sharing for Education HR 7796 S 1669	In committee	In committee	Administration proposal to repeal over 30 categorical education programs and redistribute $3 billion under five broad categories: aid to the disadvantaged, impact-aid, vocational education, education for the handicapped, and special support services.
Copyright Revision S 644		In committee	Overhauls 1909 law. Sets standards for "fair use" of copyrighted materials for educational purposes.
Public Service Employment S 31		Signed July 12, 1971 P.L. 92-54	Provides $2.25 million for 150,000 federally-backed jobs in the public sector over the next two years. Funds may be used at the state or local level to hire teachers or paraprofessionals.

NEA officers, committeemen, and directors

• *The NEA Representative Assembly elects the president, vice-president, and treasurer. The Executive Committee has 10 positions; four are elected by the Representative Assembly, and two by the Board of Directors. The Board of Directors consists of one member from each state, commonwealth, the District of Columbia, and the Overseas Education Association; an additional director is elected for each 20,000 NEA members.*

The term of office is indicated in parentheses following the name.

Donald E. Morrison, pres., social studies teacher, John J. Pershing, Jr. HS, San Diego, Calif.

Catharine O'C. Barrett, vice-pres. (pres.-elect), teacher, special projects, Syracuse, N.Y.

Helen Bain, immed. past pres., speech and English teacher, Cohn HS, Nashville, Tenn.

Nelson L. Kreuze, treas., busines manager and coordinator of federal programs, Calhoun Intermediate School Dist., Marshall, Mich.

Sam M. Lambert, exec. secy., NEA Center.

Allan M. West, deputy exec. secy., NEA Center.

Executive Committee

(Directors, ex officio)

Donald E. Morrison, **pres.**

Catharine O'C. Barrett, **vice-pres.**

Helen Bain, **immed. past-pres.**

Nelson L. Kreuze, **treas.** (1974).

Donald Blakeslee, guidance counselor, Rawlins (Wyo.) Public Schools (1972).

Nicholas E. Duff, social studies teacher, Minnetonka Sr. HS, Excelsior, Minn. (1972).

George Gumeson, teacher, Cabrillo College, Aptos, Calif. (1973).

Roberta F. Hickman, kindergarten teacher, Yankee Ridge School, Urbana, Ill. (1973).

Ester F. Wilfong, coordinator of paraprofessional training, Tacoma (Wash.) Public Schools (1973).

Wade Wilson, pres., Cheyney (Pa.) State College (1972).

Board of Directors

Alabama: J. Revis Hall, supt., Birmingham (1971-74); S. J. Whisenhunt, dir., student teaching, Ala. State Coll., Montgomery (1964-73).

Alaska: Hollis P. Harrison, social studies teacher, Diamond-Mears Complex, Anchorage (1968-74).

Arizona: John P. Hindman, chemistry teacher, Casa Grande HS, Casa Grande (1970-73).

Arkansas: Wyley J. Elliott, supt., Camden Public Schools, Camden (1970-73); Nexton Marshall, prin., Lincoln Elem. School, Little Rock (1970-73).

California: Wilbert V. Bolliger, chemistry teacher, Ganesha HS, Pomona (1965-72); Mary Ellen Dolcini, secondary admin., Emerson Jr. HS, Davis; Maria-Rae Glasgow, elem. teacher, Jefferson Elem. School, Riverside (1969-72); George Gumeson, teacher Carbrillo Coll., Aptos (1969-73); Vincent G. Lamb, English teacher, San Lorenzo, HS, San Lorenzo (1968-73); Sam M. Soghomonian, prof. of political science, Pasadena City Coll., Pasadena (1969-74).

Colorado: Hazel F. Petrocco, first-grade teacher, Beulah Heights School, Pueblo (1969-73).

Connecticut: Henry P. Capozzi, science teacher, East Farms School, Waterbury (1970-73).

Delaware: William A. Richey, science teacher, Warner Jr. HS, Wilmington (1968-74).

District of Columbia: Ellen Freeman Datcher, counselor, Taft Jr. HS, Washington (1969-72).

Florida: Doris C. Lewis, math dept. chmn., Vero Beach HS, Vero Beach (1967-73); Joseph A. Orr, asst. to the dean, School of Education, Florida A&M, Tallahassee (1971-74).

Georgia: Zach S. Henderson, pres. emeritus, Georgia Southern Coll., Statesboro (1966-72); R. J. Martin, dir. of research, Georgia Assn. of Educators, Atlanta (1968-72).

Hawaii: Hubert Everly, dean, coll. of educ., Univ. of Hawaii, Honolulu (1964-73).

Idaho: Lilburn E. Wesche, dir., teacher education, Northwest Nazarene Coll., Nampa (1968-74).

Illinois: Martha H. Ayers, French teacher, Greenville HS, Greenville (1969-72); Jeremiah Floyd, prin., Central School, Evanston; Walter E. Rundle, industrial arts teacher, Bensen; Mel Swiedarke, social studies teacher, Tefft Jr. HS, Streamwood (1968-74).

Indiana: Franklin Donald Grable, math teacher, Ben Davis Jr. HS, Indianapolis (1969-72); James E. Liechty, music teacher, Lakeland HS. LaGrange (1971-74).

Iowa: Dennis L. Barnum, economist-teacher, Iowa Central Comm. Coll., Fort Dodge (1970-73); James A. Harris, art teacher, Callanan Jr. HS, Des Moines (1966-72).

Kansas: Marguerite Curry, phys. ed. and social studies teacher, Phillipsburg HS, Phillipsburg (1971-72); Maurice E. Swanson, sociology teacher, Shawnee Mission (1971-74).

Kentucky: James Baker, supt., Middlesboro City Schools (1969-72); John Basham, 9th grade English and civics teacher, Davies Co. Jr. HS, Owensboro (1970-73).

Louisiana: Alphonse Jackson, Jr., prin. Judson Elem., Shreveport (1970-74).

Maine: Perham L. Amsden, prin., Union St. Jr. HS, Bangor (1967-73).

Maryland: Thomas G. Bush, specialist, Baltimore City Public Schools Instructional Materials Center, Baltimore City Public Schools (1965-74); Elmer Hawkins, prin., Chestertown Middle School, Chestertown (1964-73).

Massachusetts: Richard J. Durkin, Latin and French teacher, Meadowbrook, Jr. HS, Newton Centre (1971-74); Helen M. O'Brien, teacher, Somerville HS, Sommerville (1970-73).

Michigan: Mary Christian, teacher, Walker Comm. School, Flint (1970-73); Gene Duckworth, assoc. prof. of speech, Delta Coll., Delta (1969-72); Raymond Safronoff, teacher, Northwood Elem., Royal Oak (1968-74); Douglas Ward, science teacher, East Lansing (1971-74).

Minnesota: A. J. Kramer, phys. ed.-health teacher, Roseau Public Schools, Rouseau (1967-73); Horace M. Mayo, electronics teacher, Southwest HS, Minneapolis (1970-74).

Mississippi: Dan M. Smith, prin., East Side HS, Cleveland (1970-74).

Missouri: Mildred Phillips Leaver, teacher-dir., resources media, Rolla Public Schools, Rolla (1964-73); Marge Wagner, teacher, Normandy HS, Normandy (1969-72).

Montana: Roy E. Kallin, social studies teacher, Helena Jr. HS, Helena (1970-73).

Nebraska: Thelma Lang, speech and English teacher, Ravenna Sr. HS, Ravenna.

Nevada: Minard H. Maus, asst. supt., White Pine Co. School Dist., East Ely (1969-72).

New Hampshire: Norman L. Pettigrew, Suncook (1970-73).

New Jersey: Dorothy B. Dagon, Barber Elem. School, Phillipsburg (1969-72); Thomas W. Montgomery, prin., Walls Elem. School, Pitman (1971-74).

New Mexico: Jerry R. Watkins, hs prin., Alamogordo (1970-73).

New York: Mary G. Carden, teacher, Washington Drive School, Centerport (1969-72); Emanuel J. Kafka, social studies teacher (on leave of absence), West Hempstead (1971-74). Vacancy.

North Carolina: John Harding Lucas, sr. prin., Hillside Sr. HS, Durham (1961-72); Vera B. McKay, teacher, E. K. Powe School, Durham (1971-74).

North Dakota: Roger L. Kolsrud, dir. of music, teacher, Mayville Portland City Schools, Mayville (1968-74).

Ohio: Dickinson Guiler, asst. supt. of schools, West Carrollton (1966-72); Paul C. Hayes, educ. admin. teacher, University of Akron, Akron (1971-74).

Oklahoma: Juanita A. Kidd, dir., coll. and hs relations, Central State Univ., Edmond (1967-73).

Oregon: Charles (Ted) Hinds, prin., Oak Grove Elem. School, Oak Grove (1969-72); Merlyn (Pete) Smith, teacher, David Douglas HS, Portland (1967-73).

Overseas Education Association: Cecil E. Driver, teacher, Upper Heyford Elem. School, Weisbaden, Germany (1969-74).

Pennsylvania: Joseph F. D'Andrea, teacher, foreign lang., Moon Sr. HS, Caropolis (1971-73); Rocco T. Dattola, teacher, Pennsbury HS, Fairless Hills (1969-72); Ellen T. Hull, teacher-dir., Creative Center, East Smethport (1971-74); Fred A. McKillop, teacher, Meadville (1970-73); Robert F. Oravetz, prof. of business educ., Shippensburg State Coll. (on sabbatical leave through May 1972) (1971-74).

Puerto Rico: Modesto Rivera, prof., Univ. of Puerto Rico, Rio Piedras (1969-72).

Rhode Island: Arnold W. Durfee, social studies teacher, Barrington Jr. HS, Barrington.

South Carolina: William S. Parrish, consultant, Cayce (1969-72); Clarence E. Watkins, admin. asst., Educ. Bldg., Camden (1970-73).

South Dakota: Roger B. Allen, secondary speech-English teacher, Mitchell Sr. HS, Mitchell (1969-72).

Tennessee: Samuel W. Beasley, prin. West Sr. HS, Denmark (1970-73); Paul J. Drake, pupil services consultant, Memphis City Schools, Memphis (1969-72); Bill Lewis, English and public speaking teacher, Oak Ridge HS, Oak Ridge (1967-73).

Texas: Louise Emmett, admin., Follow Through, Fort Worth, Fort Worth (1966-72); Jewell D. Harris, English and speech teacher, Abilene (1971-74); James L. Hill, public school admin., Port Arthur (1970-72); James F. Malone, supt., Pampa Independent School Dist., Pampa (1967-73).

Utah: Louise Bennett, project dir., Millard Co. School Dist., Delta (1969-72).

Vermont: John Barry, asst. supt., Bellows Falls (1968-74).

Virginia: Edwin M. Betts, Jr., supervisor, Brown Adm. Annex, Petersburg (1968-74); Charles W. Perdue, prin. Norview HS, Norfolk (1969-72); Thomas J. Womack, teacher, Martinsville HS, Martinsville (1970-73).

Washington: Lou Armbrust, social studies teacher, Evergreen HS, Seattle (1971-74); James R. Nelson, vice-prin., Kirkland Jr. HS, Kirkland (1967-73); Gerald L. Saling, dean of instruction, Spokane Falls Community Coll., Spokane (1966-72).

West Virginia: John F. Montgomery, pres., Greenbrier Coll., Lewisburg (1964-73).

Wisconsin: Kathryn R. Philipp, English teacher, Waukesha (1971-74).

Wyoming: (Albert) Donald Blakeslee, guidance counselor, Rawlins Public Schools, Rawlins (1967-73).

Member-at-Large: Horace Edward Tate, assoc. exec. secy., Ga. Assn. of Educators, Atlanta (1969-72).

Member Emeritus: Frank L. Schlagle, supt. emeritus, Kansas City, Kans.

Honorary Members: James A. Cullen, statewide educ. consult., Bronxville, N.Y.; Jose Joaquin Rivera, dir. of seminars for the Americas, WCOTP, Hato Rey; Mabel M. McKelvey, social studies teacher, Berlin Jr. HS, Berlin, N.H.

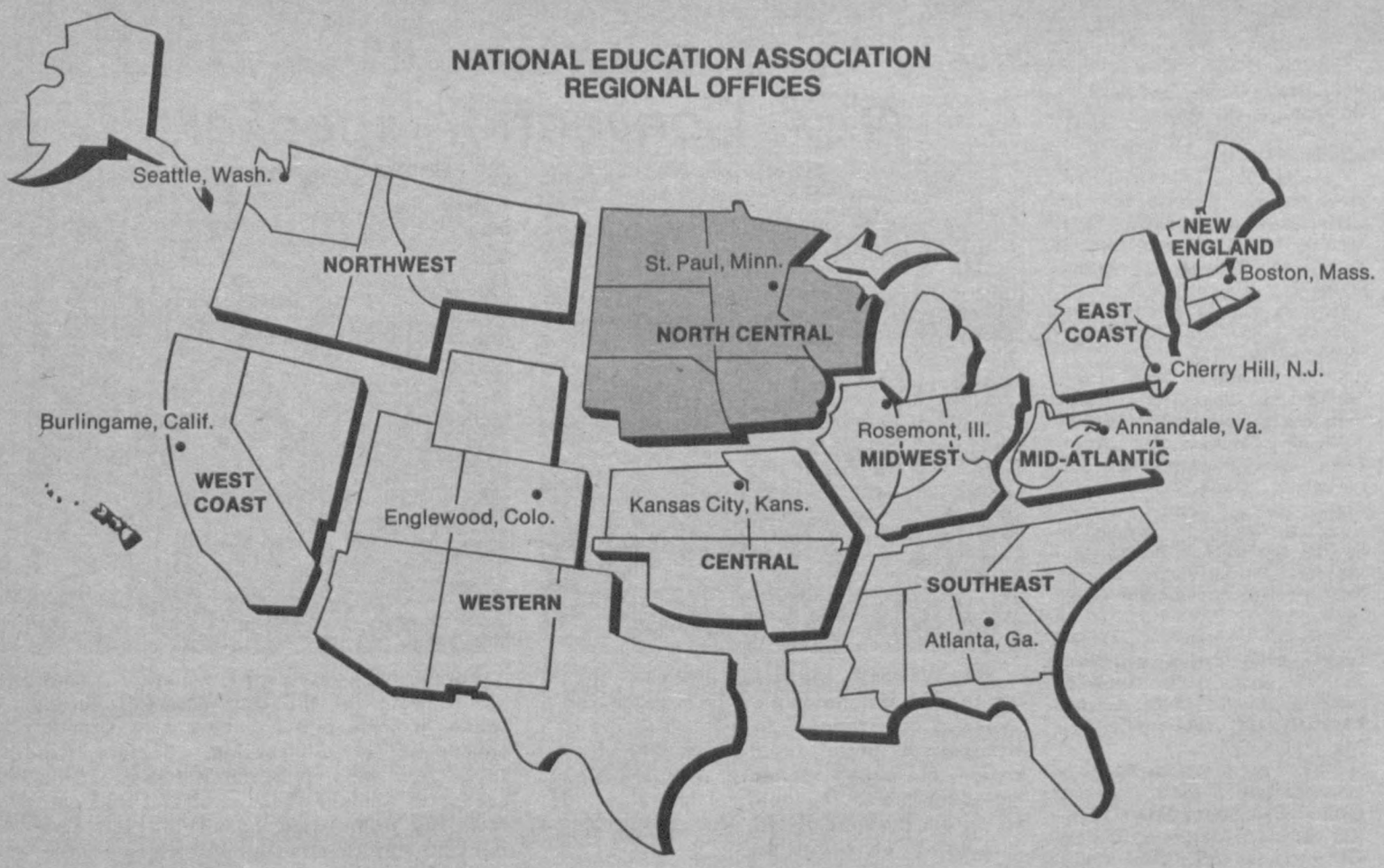
NEA Convention speakers

Sen. Walter F. Mondale (D-Minn.), speaking to NEA delegates on July 1, suggested a "year of the student" to help close the gap between the promise and the reality of education. He called for more effective efforts by educators in the political arena in order to obtain more funds for the schools and a reordering of priorities.

Former NEA President Elizabeth D. Koontz, now director of the U.S. Women's Bureau, spoke to some 500 members of a women's caucus at the Convention. "Society," she said, "must face up to the fact that allowing groups to achieve their ambitions and enjoy their full rights does not inhibit the ambitions or abridge the rights of others."

Secretary of Health, Education, and Welfare Elliot W. Richardson told NEA Conventioneers of four goals he would set for education: (1) maintain a student's curiosity, (2) build his self-confidence and belief that he can learn, (3) cultivate a love of learning, and (4) stress competence according to one's ability.

NEA Executive Secretary Sam M. Lambert, in his report to the Convention, announced expansion of the NEA UniServ program—"an ambitious and expensive new program of building strong, viable local education associations to serve members." He reported that by this fall more than 500 UniServ units would be in operation.



Have expertise, will travel

Seventh in a series

NEA regionals—where the action is

With a professional staff of three, NEA's North Central Regional Office serves teachers spread across a large, six-state geographic area. If any single factor can be credited for the impressive achievement record racked up despite manpower limitations, it would have to be the thoroughness with which these pros have applied the concept of team action.

As regional director, James P. Connerton's major responsibilities include the general direction and management of the Regional Office; as leadership consultant, Dale Lestina's primary area of responsibility is training programs; and as field representative, Roger Erskine serves as troubleshooter and resource for direct assistance to local associations. These three specialists are also prepared to be generalists, and constantly change hats in order to accommodate to team operations.

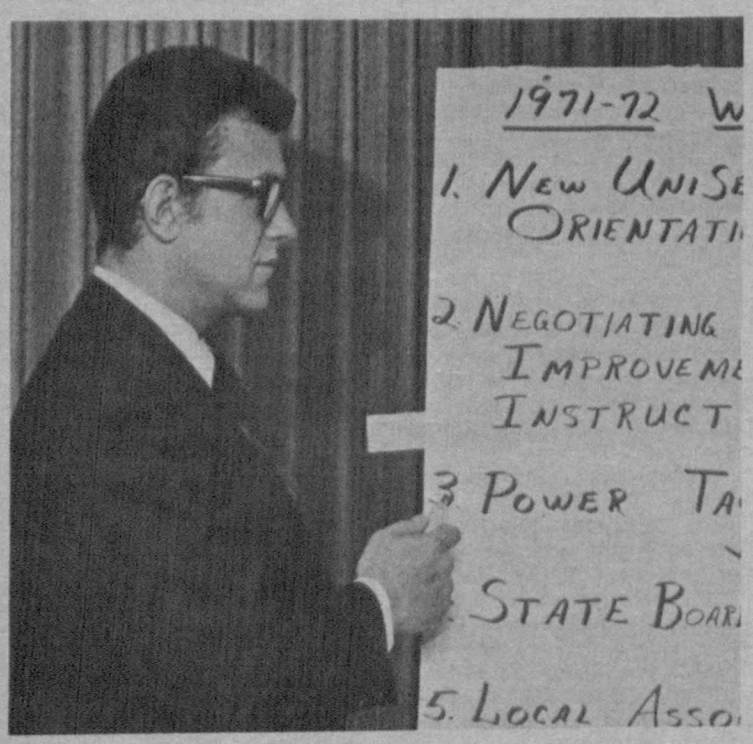
Connerton explains it this way: "If Dale has designed a training program in which Roger or I can play a productive role, we pitch in while Dale assumes direct responsibility and serves as team leader. If Roger is representing the NEA in a local impasse situation, or during a strike, or in a representation election campaign and believes that Dale or I are needed, he blocks out the best use of our time, we pitch in, and he directs the team.

All aspects of training are planned by a Regional Advisory Committee drawn from state and local staff members and elected leaders. Each workshop and seminar, therefore, is preceded by an assessment of specific needs and is designed accordingly.

Last year, four region-wide training sessions were conducted, including a workshop for presidents-elect, and seminars in leadership training, association management, and crisis management. Lestina reports that this year's plans call for five region-wide training sessions. These will focus on UniServ staff orientation; negotiating for the improvement of instruction; understanding and applying power tactics; and workshops for state board directors as well as for local association presidents-elect.

In response to requests, Erskine recently developed an in-service training program package designed to advance teachers' professional growth. Field tested last year, the program received very high scores from teacher-participants and became a negotiation objective, as well. Following last year's involvement in the program, the Racine Education Association successfully negotiated full recognition for such association-directed in-service workshops. Their contract now stipulates that successful participation in these sessions meets requirements for professional improvement and appropriate salary increments. Space does not permit even a brief review of this program. However, descriptive materials can be secured by writing to Roger Erskine, NEA North Central Regional Office, 41 Sherburne Avenue, St. Paul, MN 55103.

Recent trouble-shooting operations in the North Central Region, conducted in close cooperation with state staffers, focused essentially on efforts to resolve negotiation impasses and win bargaining election contests. In addition, the regional director was also deeply involved in a major sanctions investigation last year.



North Central Region's leadershipship consultant, Dale Lestina, plans region-wide training program for 1971-72.

North Central Region's field representative, Roger Erskine (right), plans negotiation-impasse strategy with Ken Breslin, UniServ director, North St. Paul-Maplewood-White Bear Lake.

James P. Connerton
North Central Regional Director

Many near-crises were resolved last year through skillful negotiations and good public relations. Four tough strikes did erupt, however; all four were in Wisconsin, and all were successful.

In three of the four strikes, injunctions were successfully avoided because proof could be presented that all available legal remedies had been exhausted prior to walking out. But, in addition to good legal strategy, Connerton and Erskine stress the fact that the hard work of building public support paid off as well.

The strike in West Allis-West Milwaukee, which ran from February 1 to March 8, was the longest strike by any public employee group in Wisconsin history. However, the settlement was not only satisfactory in terms of immediate objectives, it also established legal precedents of tremendous long-range value.

The WA-WM school board tried repeatedly but failed to get an injunction. Instead, the courts pressured the board to make reasonable concessions. To cap the climax, though Wisconsin's bargaining law prohibits strikes, one judge set a powerful precedent when he stated that the legislature did not intend that public employees be denied the right to strike where the employer bargained in bad faith and where a strike posed no direct threat to health or safety.

In addition to a one-day strike, LaCrosse also had a sanctions investigation conducted by the Wisconsin Education Association's PR & R Commission with the assistance of NEA's Regional Office. As a result, imposition of sanctions was not recommended at this time, but stringent recommendations were spelled out as the way to avoid them and WEA set a schedule for progress reports to be submitted by the local association and the school board.

One of the Region's association-sought election contests last year resulted in unseating the local union as bargainer in Hurley, Wisconsin. The union's attempt to unseat the association in Kenosha, however, lost by a wide margin. In Minot, North Dakota, where the association replaced the union as bargainer two years ago, the superiority of association negotiations was demonstrated when the first comprehensive bargaining agreement in the state was won last year.

In the North Central Region, Minnesota and Iowa are unified; Wisconsin and North Dakota will act on unification this year; Nebraska and South Dakota are committed to unification but have not set firm dates.

current

What's going on in TV, radio, press, and national magazines

Television

(All times are Eastern)

Curiosity Shop — Saturdays, ABC-TV, 11 a.m. Each program is built around a theme, expanding from the familiar and the known to almost any connected idea, area, or flight of fancy. This series is recommended for viewing by NEA.

Make a Wish — Sundays, ABC-TV, 11:30 a.m. Combines information with entertainment, linking the fantasy world of the young with events in the real world around them. Recommended for viewing by NEA.

Masquerade — Tuesday, October 5, PBS, 8 p.m. (premiere). This weekly half-hour series is based on folklore, fairy tales, and myths, dramatized and improvised to make them contemporary. This series is recommended for viewing by NEA.

Take a Giant Step—Saturdays, NBC-TV, 10:30 a.m. Each week the program will have one topic for discussion by teen-age hosts. In an unrehearsed dialogue, they will explore their topic through the use of music, film clips, and video tape. This series is recommended for viewing by NEA.

You Are There—Saturdays, CBS-TV 12:30 p.m. This series with host Walter Cronkite, is recommended for viewing by NEA. (See photo at right.) The following are dates and titles of upcoming broadcasts: *September 25*—"Harriet Tubman and the Underground Railroad." *October 2*—"The Record Ride for the Pony Express." *October 9*—"The Siege of the Alamo." *October 16*—"Ordeal of a President."

In the News—Saturdays, CBS-TV. This CBS News series is designed to explain topical news stories and current events to school-age viewers. It will be seen in two-and-one-half-minute segments every half-hour beginning at 8:56 a.m. continuing until 12:26 p.m.

The Unsinkable Sea Otter—Sunday, September 26, ABC-TV, 7 p.m. The season's first presentation of "The Undersea World of Jacques Cousteau." This series is recommended for viewing by NEA.

Magazines

(September issues)

Parents' Magazine — Special Education Issue.

Saturday Review — *(September 18 issue)* "Learning C.O.D. —Can The Schools Buy Success?" by James A. Mechlenburger and John A. Wilson. "The Open Classroom: Protected from Its Friends," by Marilyn Hapgood. "Teaching The Mentally Retarded: Patience and Expectation," by Nancy and Bruce Roberts.

Woman's Day—"How To Save the World for Me," an environment-minded poster contest for children, with prize money also going to teachers or groups who sponsor entries.

(October issues)

Harper's — "Professors, Unite!" Myron Lieberman tells of current efforts by the National Education Association and by the teachers union to organize college professors and suggests some of the consequences of these organizing struggles.

Redbook — "Open Schools Versus Traditional—Which Is Right for Your Child?" by Henry Resnick. "What Have We Learned? Where Are We Going?" The first in a series by Margaret Mead.

With NEA support

Teachers win court victories

Several teachers have recently won court victories in NEA DuShane Fund-supported lawsuits. These are a few of the cases:

- Susan Cohen, a Virginia teacher, won a precedential women's rights victory when the federal court ruled unconstitutional required maternity leave at the end of the fifth month.
- An Arkansas teacher, Mildred Downs, won her job and back pay. She had been nonrenewed for "teaching her second graders to protest." In connection with a unit on nutrition, her students had written to the cafeteria supervisor, expressing their preference for raw rather than cooked carrots.
- A Pennsylvania college librarian was reemployed after an out-of-court settlement. He alleged that he was nonrenewed without warning or evaluation because of his membership in the faculty association.
- Galen D. McKinley, a Missouri biology teacher, has returned to his classroom this fall. He charged in a federal suit that his nonrenewal was related to his activities on the salary committee of his local association.
- A superintendent was awarded $13,000 in state court when the court validated his two-year contract which was terminated at the end of the first year.
- A newly graduated black teacher won a financial remedy after the Wyoming Fair Employment Commission found that a school board had discriminated against him when it withdrew a job offer and hired a white graduate with inferior qualifications.
- A New Hampshire school district school superintendent and several board members must pay $2,550 in damages to Don Chase, a teacher who was nonrenewed in violation of his 1st and 14th Amendment rights. The court said that the board's decision was based on his activities as an association negotiator. Chase, now a UniServ representative, was also offered reinstatement.
- A New Hampshire teacher, who had tenure, but was not given a contract after he requested an assignment in his area of certification, has won back his job.

The NEA DuShane Fund financed court litigation for these educators.

NEA recommends four new children's TV shows

NEA is recommending four new children's programs which premiered this month on commercial television networks. Above, discussing CBS-TV's new "You Are There" show, are (from left) Walter Cronkite, anchorman; Vern Diamond, producer; and Linley Stafford, director of NEA's New York City editorial information office. "You Are There," seen Saturdays at 12:30 p.m. (Eastern time), is designed to involve 6- to 11-year-olds in events of history. On ABC-TV, NEA has provided teacher consultation for two new series: "Curiosity Shop" and "Make a Wish." "Curiosity Shop," aired Saturdays at 11 a.m., is aimed at 6- to 11-year-olds; "Make a Wish," aired Sundays at 11:30 a.m., combines information with entertainment, linking the fantasy world of the young with events in the real world. NBC-TV's new children's entertainment-information series, "Take a Giant Step," is aimed at 7- to 14-year-olds. It is seen Saturdays at 10:30 a.m.

NEA TV spots show that "teachers make the difference"

Television spots which carry the theme that "teachers make the difference" are being distributed this fall to many of the nation's television stations by NEA. Several of the public service announcements show lively exchanges between teachers and students, illustrating the spontaneous relationships that are real, warm, human, and emotional. The spots point out that "learning doesn't *have* to be this much fun, but they (the students) don't know that and she's (the teacher) not about to tell them." The spots, shown here being filmed, were produced in cooperation with state associations.

NEA joins push for home rule

NEA is among some 30 nationwide organizations committed to active participation in a national coalition to secure self-government for the District of Columbia.

The new coalition announced recently by Rep. Walter Fauntroy, the District's nonvoting delegate to the U.S. House of Representatives, and Sen. Edward W. Brooke (R-Mass.), will be staffed and headquartered in Washington, D.C. Its aim will be to coordinate bipartisan backing on Congress and at the grass roots level for home rule support in the 92nd Congress. Fauntroy and Brooke are co-chairmen of the coalition.

Since 1967, NEA has had a policy favoring home rule. The current resolution reads: "The National Education Association supports complete home rule for the District of Columbia. Essential components of home rule include increased financing for the schools, a fiscally independent school board, and protection of professional employees' rights. State and local affiliates should seek from members of Congress support for home rule legislation."

Association wins first Texas pact

The Houston Teachers Association has negotiated what may be the first comprehensive agreement of teaching conditions in Texas. In addition to increased salaries for 1971-72, the agreement provides for such things as a curriculum development committee in which teachers can assist in building curriculum, guidelines for teacher evaluation, an elected faculty advisory council in every building, an innovation fund to enable teachers to try new techniques in instruction, improved fringe benefits, and a sabbatical leave plan.

Renew your NEA membership now

NEA Travel, Christmas 1971

Three tours offer gala holidays in Europe

Romance in Rome and Tunisia (Code XRT)

Dates: December 23, 1971—January 2, 1972.

Price: $445 from New York by World Airways Chartered Jet.

First-class hotels with private bath in twin-bed rooms.

Meals: Continental breakfast and table d'hote dinner daily in Rome and all meals in Tunisia.

23 December—New York/Geneva—Late afternoon jet to Geneva.

24 December—Geneva/Rome—Morning arrival in Geneva. You will have time for lunch at the airport before you board flight to Rome.

25-26 December—Rome—A list of special Christmas events and religious services will be sent to each participant. A Christmas dinner is scheduled at your hotel. Sightseeing during these days will include a visit to the Vatican and an introductory tour of Rome.

27 December—Rome/Tunis—At leisure until time to transfer to the airport for your flight to Tunis. Your motorcoach will be waiting to take you to Nabeul, a showcase resort.

28 December through 1 January—Tunisia—Your hotel in Nabeul, the Pyramides, has a fresh-water swimming pool (heated in winter), aquatic sports, horseback riding, tennis court, minigolf, and an exotic garden for moonlight strolls. During these days of leisure, there will be excursions to Carthage, to Sidi Bou Said, and to the camel market in Tunis.

2 January—Tunis/Geneva—Early morning departure for the airport at Tunis to begin your return to New York. Time for free-port shopping at the Geneva airport before you leave for New York's JFK Airport.

Russian Winter Festival (Code XRF)

A **$595** round-trip from New York (based on group airfare, see "Eligibility-Affinity Group Airfares" in the information below).

Dates: December 23, 1971-January 2, 1972. Price includes three meals daily. First-class hotels with private bath.

A unique and exciting experience to spend Christmas and New Year's Eve in Russia—Moscow, Kiev, and Leningrad. Depart John F. Kennedy Airport, N.Y., late on the afternoon of December 23 via Sabena Belgian World Airlines jet. Your program will provide daily sightseeing, including the Kremlin, Winter Palace of the Czars; Heritage Museum; and theater performances to include the Ballet and the Circus. The services of an Intourist guide throughout will be provided.

Tourists enjoy a "troika" ride in the Soviet Union

From the frozen banks of the Neva River in Leningrad to attending the Bolshoi Ballet in Moscow, this is a truly remarkable opportunity to enjoy and reflect on the art, culture, and history of the Soviet Union.

Transfer to the airport on January 2, 1972, for the return to New York. Arrive at JFK airport in late afternoon.

Note: Exact times of departure and arrival on return will be announced to registrants at least 60 days prior to departure.

Single room supplement: $40.

NEA membership only is required. IT1SN1770.

Irish Escapade (Code XI)

Price: $450 from New York by jet. World Airways jet.

Hotels: Twin-bedded rooms in first-class or deluxe hotels with private bath.

Meals: Three table d'hote meals daily in Ireland, except that lunch on December 30 and dinner on December 31 are not included in price.

23 December, 1971—New York—Early evening departure for Shannon.

24 December—Shannon/Killarney—On arrival at Shannon Airport enjoy a tour of the famed Bunratty Folk Park and a drink of real Irish Coffee in Durty Nelly's. Then drive via Glin, Listowel, to the International Hotel. Afternoon free; in the evening a sherry reception and late-night carol singing.

25 December—Killarney—Morning free and after a turkey lunch a tour by jaunting car of the beautiful lakes of Killarney, and in the evening a magnificent Christmas dinner, then dancing by candlelight.

26 December—Killarney—A full day's tour of the beautiful Ring of Kerry, visiting such well-known scenic beauty spots as Kenmare, Sneem, Waterville, and Cahirciveen.

27 December—Killarney/Cork—Leave Kerry after breakfast and drive to Cork; after lunch, tour the city. After dinner, the evening will be free to explore the local pubs, etc. Overnight in Metropole Hotel.

28 December—Cork/Wexford—Drive to Blarney Castle where you have the opportunity of becoming Honourary Irish Citizens by kissing the famous Blarney Stone. Drive to Waterford for lunch at the Tower Hotel, followed by a tour of the renowned Waterford Glass Factory; opportunity for shopping. On to Wexford for dinner.

29 December—Wexford/Dublin—Drive to New Ross for a tour of the President Kennedy Memorial Park; then to the Garden of Ireland, Glendalough, Glen of the Downs, and after lunch on to Dublin. Montrose Hotel or similar.

30 December—Dublin—Morning tour of Dublin includes Trinity College, home of the Book of Kells, Dublin Castle, Christchurch Cathedral, Joyce's Tower, and Dail Eireann, home of the Irish Parliament. Afternoon free. You will be taken to the Abbey Tawen for dinner and an evening of ballads and blarney.

31 December—Dublin—Visit one of Ireland's most famous Georgian Houses, Castletown House. Then proceed to Dublin Zoo for lunch in the unique setting of the Zoological Gardens. Afternoon free; evening reception in the Bailey with a local teacher group. We will sing in the New Year at the local teachers' club. (Refreshments at this club not included in price of tour.)

1 January—Dublin/Limerick/Shannon—Drive to Limerick for sightseeing. Afternoon free, followed in the evening by a highlight of the tour, a magnificent Mediaeval banquet at Bunratty Castle.

2 January—Shannon/New York—Depart by jet for New York's Kennedy Airport, where the tour ends.

The Christmas 1971 itineraries on these pages are complete; no other itineraries for 1971 holiday travel will be available from the NEA Travel Division.

LOCAL-STATE-NATIONAL CO-SPONSORED

This is the only travel program officially sponsored or approved by the National Education Association.

Who's eligible? What's included?

To apply, use form on back page

The following conditions and restrictions apply to all tours and transportation on these pages.

Eligibility for participation. Membership in the National Education Association and in the state and local NEA affiliates, if eligible for such membership, is expected.

For all tours and transportation with the exception of tours to Mexico, Guatemala, and Hawaii, membership in the association(s) must have been in effect at least six months prior to date of departure. See "Eligibility—Affinity Group Airfares" for further information pertaining to tours to the Bahamas, Western Europe, the U.S.S.R., and North Africa.

Participation in tours to Hawaii, Mexico, and Guatemala, at the prices listed herein, is open to all eligible NEA members and their friends and relatives, provided the latter are traveling with eligible members.

Possible changes in prices and dates. Itineraries and prices are subject to revision without prior notice to registrants. However, participants will be informed of all such changes, if any, prior to tour departure.

Accommodations. Price shown for each tour is the *per person* cost, based on occupancy of twin-bed rooms (except for "Ski Adventure in Switzerland," for which see "Accommodations" at the beginning of that itinerary). Class of hotel on each tour is stated at the beginning of each itinerary.

Transporation: By economy-class jet flights via member carriers of International Air Transport Association (IATA), Air Traffic Conference of America carriers, and connecting carriers for tours to Hawaii, Mexico, Guatemala, Soviet Union, and Switzerland. Air Transportation via World Airways chartered jets for the Bahamas, Ireland, Geneva, and Zurich, with connecting transportation for tours to Leysin (Budget Ski Adventure in Switzerland), Chur (Deluxe Ski Spree), Montana-Sierre, the Tyrol, Rome, and Tunisia, via air, rail, and private motorcoach.

Meals: Meals stipulated in each itinerary.

Tour prices include: Services of a group leader; hotels, meals, sightseeing, and transportation as indicated in the day-by-day itinerary; transfer of tour members and one piece of hand luggage for scheduled group movements between air, rail, and ship terminals and hotels; tips for standard services performed in connection with scheduled group activities; porterage for one piece of hand luggage on scheduled group movements; certain taxes in connection with tour movements; $10,000 of accident and $500 of baggage insurance; and tickets to events scheduled per tour itinerary as group events.

Tour prices do not include: Passports, visas, or entry permits, if required; excess baggage charges; items not on table d'hote menus, such as coffee, tea, wine or mineral water; laundry or other expenses of a personal nature, such as tips for personal services; nor any taxes on travel not in effect at the time of this publication.

Baggage allowance: The group leader will supervise the handling of one medium-size suitcase for each tour member. The tour member may carry, additionally, a hand bag for which he himself assumes full responsibility at all times. Baggage allowance on all tours and flights is 44 pounds, except that for Hawaii two suitcases are allowed, with no limit to weight.

Eligibility — Affinity group airfares: Tours and transportation-only flights via Swissair jets Chicago/Zurich/Chicago and New York/Geneva/New York and XRF to the U.S.S.R. are based on use of IATA affinity group airfares that are available to 40 or more eligible persons traveling together on all flights who have held membership for at least six months before anticipated departure date. Spouse, dependent children and

(Continued on next page)

NEA Travel, Christmas 1971

Ski tours will whisk members to the Alps

Ski Adventure in Switzerland (XSS)

Dates: 23 December, 1971-2 January, 1972.

Price: $335 from New York by World Airways Chartered jet.

Accommodations: Twin, triple, and quadruple rooms without private bath at the American School in Leysin, Switzerland. All rooms have been recently redecorated.

Meals: Continental breakfast and table d'hote dinner daily in Leysin.

Leysin is located two hours from Geneva in the Vaud Alps, overlooking the Rhone Valley and a superb panorama. It is an all-year resort, offering a bracing and invigorating climate and 7½ hours of sun on the shortest day. It is a great excursion center. Montreaux is one hour and Lausanne is 1½ hours from Leysin. The magnificent mountain roads are open all year, and ski runs range in altitude from 4,500 to 7,200 feet.

For ski enthusiasts, there are three basic ski sections in Leysin. One is purely for beginners, one intermediate, and one intermediate/advanced. These slopes are served by gondola-type ski-lifts, chair-lifts, ski-school lifts, etc. The daily charge for ski-lifts has been included in the price of the tour. There is one ice skating rink in Leysin. Ice skates, skis, poles and boots can be rented at local sport shops. Ski lessons provided by qualified instructors are available daily.

Price Includes: Jet transportation, round trip, from New York to Geneva, housing based on dormitory-type rooms, services of a tour escort, two meals per day, transfer of group members from Geneva airport to Leysin and return, transfer and porterage for one medium-sized bag per person, tips for standard services performed in connection with group movements, certain taxes, $10,000 of accident insurance, and $500 of baggage insurance.

Majestic Montana Sierre (Code XMS)

Dates: December 23, 1971—January 2, 1972.

Price: $459 from New York (based on affinity group airfare) via Swissair jet.

Hotel: Twin-bedded rooms in first-class hotel with private bath or shower.

Meals: Continental breakfast, table d'hote lunch and dinner daily while at Montana.

Montana is a beautiful summer and winter health resort located above Sierre in the Canton of Valais, Switzerland. The skiing altitude is 5,000, and a funicular railway can take you up to 9,870 feet. Brilliant sunshine, pure and bracing air, a mild and dry climate, as well as sports facilities with the most up-to-date equipment, make Montana a paradise for happy holidays. Tour limited to 25 persons.

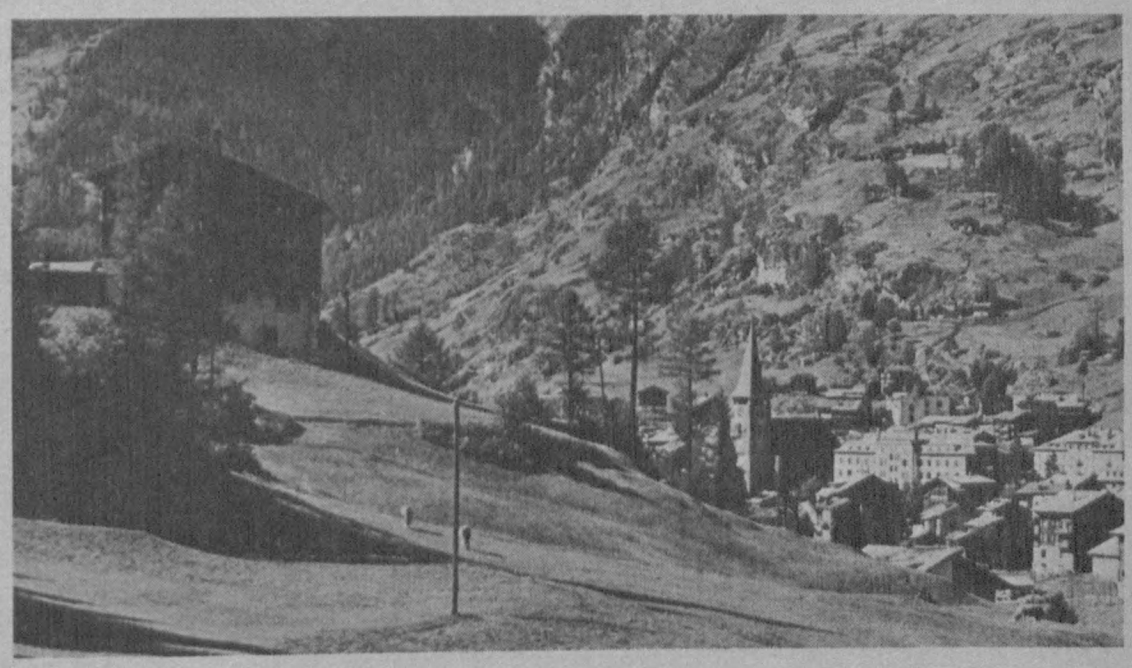
23 December—New York/Geneva—Late afternoon departure by Swissair Jet.

24 December—Geneva/Montana—Upon arrival at the Geneva airport, you will be transferred by motorcoach to the Grand Hotel Victoria in Montana-Crans.

25 December through 1 January—Montana—These days are yours to engage in your favorite winter sport, skiing, hockey, curling, and bobsledding. If you would like to learn to ski, Montana has one of the most modern ski schools in Switzerland. Rates on request.

2 January—Montana/Geneva/New York—Morning departure by motorcoach to Geneva to connect with your transatlantic flight for New York. Tour ends upon arrival at John F. Kennedy International Airport the same day.

Price Includes: Round-trip jet transportation from New York to Geneva, services of a group leader, accommodations in first-class hotel, all meals as specified above, airport transfers, scheduled transfers of group members and luggage between airport terminal and hotel, tips for standard services performed in connection with group movements, use of the ice rink at Montana, certain taxes, $10,000 of accident insurance, and $500 of baggage insurance.



The world's finest skiing and apres-ski activities await members in the Alps

Deluxe ski spree—Grisons (Code XSG)

Dates: 23 December, 1971-2 January, 1972.

Price: $495 from Chicago (based on affinity group airfare).Swissair jet via Zurich.

Accommodations: First-class hotel, private bath or shower, in twin-bedded rooms.

Price Includes: Continental breakfast and table d'hote dinner daily in Chur. (No meals in Zurich.)

Chur, with an altitude of 585 feet and a population of 30,000, built on the site of a Roman colony, is the capital of the canton of Grisons. It is the hub of one of the finest ski resort areas in all of the Switzerland Alps.

Within 60 minutes by motorcoach from your hotel you are at Davos, 5,000 feet high in the Grison Alps, and 90 minutes from Chur you are skiing at world-renowned St. Moritz. Arosa, 60 minutes from Chur, has a skiing altitude up to 6,000 feet and boasts one of the largest ski schools in Switzerland. Lenzerheide, Flims, Laax and Churwalden are within a half hour of Chur. From your hotel in Chur, motorcoach will transport you each day to one of these ski sites and return in time for dinner.

Christmas in the Tyrol (Code XTL)

Dates: December 23, 1971-January 2, 1972.

Price: $385 from Chicago by World Airways chartered jet.

First-class hotel, bath or shower, in twin-bed rooms.

Price includes Continental breakfast and table d'hote dinner in Innsbruck.

23 December — Chicago/Zurich—Late afternoon departure from O'Hare airport with mid-morning arrival in Zurich.

24 December—Zurich-Innsbruck—Upon arrival in Zurich transfer by motorcoach to the rail station. You will have time for a snack before you board your train for Innsbruck.

25 December—Innsbruck—At leisure until the hour for Christmas dinner.

26 December-1 January—Innsbruck—During these days, there will be motorcoach transportation available, included in the price of the tour, for travel in the surrounding areas of Innsbruck and Ingls, and to ski areas with cableways and lifts at Hungerburg, Patscherkofel, Mutters, Lizum (Axams) and Tulfes. For those who do not ski, there are skating rinks, toboggan tracks, horse-drawn-sleigh trails, Olympic bobsleigh run, and many miles of open paths in snowy woods and meadows for scenic walks.

2 January—Innsbruck/Zurich/Chicago—Early morning departure by train to Zurich. Upon arrival, you will be transferred to the airport for your flight to Chicago.

Price includes: Jet round-trip transportation from Chicago to Zurich; services of a group leader; accommodations in first-class hotel; all meals listed at beginning of itinerary; airport and rail transfers; transportation to ski areas listed; transfer of one piece of luggage between airport, train station and hotel; tips for standard services performed in connection with group movements; certain taxes; $10,000 of accident insurance, and $500 of baggage insurance.

Who's eligible? What's included?

To apply, use form on back page

(Continued from preceding page) parents of eligible member residing at the member's home are eligible to travel provided they accompany the eligible member.

The New York/Geneva/New York flights will consist of two group affinity entities: one of 40 NEA members and one of 40 New Jersey Education Association members. Participants in the NJEA flight must have been members of NJEA at least six months or more as of date of departure. Participants in the NEA flight must have been members of NEA for at least six months as of date of departure. Nonmembers of NEA or NJEA who wish to accompany eligible members but who do not meet conditions of residence (as spouse, dependent children or parents) as stated above may travel with the group at the higher, regular airfare (rates quoted on request). Another airline requirement is that if cancellation of a reservation is made less than 30 days before departure date, a minimum of 75 per cent of the amount paid for the air ticket will be refunded. However, please note in the section on cancellation that a $10 cancellation fee applies on all tours and transportation-only flights described on these pages.

Eligibility—Charter airfares: To be eligible for participation in tours and transportation-only flights via World Airways chartered jet, NEA membership of at least six months duration is required. Sun Jet to Nassau and World Airways flights from Chicago are also open to Illinois Education Association members, and World Airways flight from New York is open to NJEA members, with the six-month membership requirement applying to NEA, NJEA, and IEA members. Members of the immediate family (spouse, dependent children or parents) who reside at the eligible member's home address may participate. It is not required that the eligible member be a participant in order for family as described above to qualify. Nonmembers of NEA, NJEA, or IEA other than family described above are ineligible to participate in chartered flights.

Deposit: A completed application and a $100 deposit are required for each reservation.

What to take with you: A valid passport and certificate of smallpox vaccination on all tours and flights to Western Europe, North Africa, and U.S.S.R.; a tourist card and certificate of smallpox vaccination on tours to Mexico and Guatemala; proof of citizenship only on tours to the Bahamas and Hawaii. Additional information and forms for meeting the travel requirements will be sent to registrants.

Cancellations: There will be a $10 cancellation fee on *each* reservation that is canceled after receipt of deposit, with remainder of deposit fully refundable except on the specific tours and flights below:

World Airways charter tours and transportation—Cancellations made less than 60 days before departure are subject to forfeiture of entire airfare portion unless an eligible substitute can be found.

Swissair tours and transportation—Cancellations received 30 days or less before departure are subject to a cancellation fee of 25 percent of the airfare portion.

Sabena Belgian Airlines tour to U.S.S.R.—Cancellations received 30 days or less before departure are subject to a cancellation fee of 25 percent of the airfare portion.

When cancellation is made less than 30 days prior to departure date on any tour listed in these pages, the amount of refund on the land portions will depend on charges made against the NEA Educational Travel Division as a result of such cancellation.

opinion interpretation

This page of the REPORTER is devoted to editorial and interpretive material. Readers' letters, preferably brief, will be considered for publication. Opinions expressed in the REPORTER are not necessarily NEA policy, which is set only by Association resolution.

Making bilingual-bicultural education a reality

Every educator must be concerned about the inequities and disparities that exist today in the education of minority group children. The Association is committed to action at local, state, and national levels to alleviate these devastating educational problems for all children. The Representative Assembly has mandated such action through a number of resolutions.

Conscious and personal commitment by all NEA members is essential in carrying out these resolutions and maintaining a visible, viable, and active Association whose main purpose is to make American education truly responsive to the needs of all children and educators. Of particular concern are recent studies and volumes of statistics which indicate clearly that Spanish-speaking Americans are being denied equal educational opportunity. Action by local and state associations is needed.

Each teacher can help by urging his association to undertake the following activities:

1. Negotiate contract provisions for a bilingual program, including clauses for Chicano, Cuban, or Puerto Rican studies; the hiring of bilingual-bicultural teachers, administrators, and counselors; and the development of bilingual-bicultural curriculum materials.

2. Lobby for a Bilingual Act in the state and local district and the addition of federal funds to the bilingual section of ESEA.

3. Collect and disseminate to teachers materials related to bilingual-bicultural education. Publish bilingual articles related to the education of culturally different children.

4. Establish a minority forum and a minority caucus within the association and encourage minority participation in all association activities.

5. Appoint minority group members to all committees. Establish a human relations committee. Insure minority representation among elected officers and on association staff.

6. Secure minority participation and involvement on state textbook committees.

Action in these areas is essential to the effort to make American education responsive and relevant. Tell your building representative, representative council delegate, and committee members to take such actions. Only then will quality bilingual-bicultural education become a reality in your district and state. Only then will we be closer to achieving quality education for all children.

—Donald Morrison, NEA president.

Con Con and the direction of the profession

Our involvement in education places us directly in the mainstream of our country's way of life. The educational waters have been less than smooth during the past decade. Educational accountability has been dealt with by practically all persons and organizations in some aspect and has caused educators within our school systems to take a hard look at their objectives, purposes, and methods of operation. This call for self-examination is also being felt by our professional organization—the NEA.

At the 1964 NEA Representative Assembly, a motion was passed that mandated a complete study of the structure of the NEA. The delegates seemingly realized that a professional association responsive to the needs of its membership can play a major role in upgrading the quality of education. This NEA study calling for self-examination took courage since the group was opening itself to change. I have witnessed in this past decade a new consciousness among teachers. Their concerns demand a new responsiveness from their professional associations—especially the NEA.

The Representative Assemblies of 1969 and 1970 debated at length whether this new responsiveness could be better achieved through the phased and traditional methods of change or through a constitutional convention. A commitment by the NEA to the constitutional convention process was finalized at the 1970 Representative Assembly in San Francisco.

A self-examining method

I feel that the NEA is employing an excellent method for self-examining and reorganizing by using the constitutional convention process, a process which is a specially constructed institution of short duration through which an organization may reassess the fundamental laws under which it operates.

Our country's national and its state constitutions were created through the constitutional convention process. NEA shares many of the same goals and faces similar problems as do governments. A group smaller than a convention would not have allowed for fair representation. It is also exciting to be part of a history-making process, for NEA is the first nonpolitical group of its magnitude to use the constitutional convention process in attempting to be more responsive to the needs of all its members.

I want to emphasize that Con Con is autonomous from the current NEA power structure. This setup encourages the writing of a document that will represent the wishes of the membership that elected the delegates.

The Enabling Act is a set of rules governing Con Con. It also contains guidelines for delegate allotment. These guidelines brought together at Colorado State University a wide range of views representing all geographical areas of the United States, its territories and the overseas teachers, special interest groups within the current NEA structure, and minority-ethnic groups.

The Enabling Act, along with the other plans that went into Con Con, were necessary. Yet, once I assumed the role as the elected chairman of the Constitutional Convention, it soon became apparent to me that the preparatory work and administrative procedures set up in advance were secondary in importance to Con Con's success. Much of Con Con's past, present, and future success depends on the caliber of the delegates.

The delegates came to Fort Collins and accepted the challenge of writing a constitution from scratch. I believe they have produced a document worthy of your consideration. I personally want to thank the delegates for the time and service they have given NEA unselfishly during Con Con's life span.

Each delegate worked with a specific committee during our three weeks in Fort Collins. Committee assignments helped divide the work load. This also gave the delegates the opportunity to develop a specialization around a certain issue.

The committees held open hearings that the delegates spent considerable time attending in order to acquaint themselves with the various issues. These hearings helped the delegates become better informed as they voted on the constitution section by section.

Where are we now?

Con Con delegates are adjourned until next March, when they will reconvene in Minneapolis. During this recess, I feel it is my duty as chairman to place all NEA members into an open hearing—my objective is to encourage the explicit examination of the Proposed Constitution. This open hearing will not be confined to specific times or meeting places. It will convene whenever and wherever NEA membership gets together to talk about Con Con.

Delegates are back in their home states where they are attempting to measure whether they are preparing a document that meets the needs of the membership. I would encourage you to use the delegates from your area as resource people. They are capable of explaining the document and its implications. The draft that will be produced next spring will be the final action by the Con Con delegates. That document will go next summer to Atlantic City, New Jersey, where the Representative Assembly can amend and adopt it. If the Atlantic City Representative Assembly adopts a constitution, then that document will be voted on by all NEA members. The Constitution will become effective September 1, 1973, if a majority of the state affiliates (and containing 50 percent of the membership) vote affirmatively.

The Proposed Constitution represents several compromises between the different political facets of the NEA. The delegates were willing to compromise on those political issues which if left unsettled would have threatened the whole constitutional convention revision effort.

T. V. Smith, the philosopher-politician, once said: "A man is not a good man who would compromise the core of himself—that is, the final principles by which he lives. But a man is not a good citizen who does not meet other citizens half way." I would encourage you to overlook your opposition to some minor point or the fact that some pet idea has been omitted. Instead, look at the document's total direction. Ask yourself if the document is visionary enough to cover the need that our profession will face in the future.

Conclusions

John Gardner's book, *Self-Renewal,* warns institutions not to change just for the sake of change. Gardner urges people to strive for changes that will bring about positive results. He challenges his readers to break out of their old world for they may find that they will like the changes.

Much of the debate that I have listened to on Con Con compliments Gardner's ideas. The delegates are writing more than just another study—they realize their task is to create a new organizational blueprint for a professional group—the NEA. An NEA with a renewed commitment will offer its membership and the people they in turn serve better direction and tools that will be needed to meet tomorrow's educational challenges.

—Gene Duckworth, Con Con chairman and associate professor of speech, Delta College, Univerity Center, Michigan.

Future NEA REPORTERS will carry additional viewpoints on the issues related to Con Con.

NEA President Donald Morrison (second person left of the fireplace, above) and representatives of eight other education groups met with Mr. Nixon (at right) and HEW Secretary Elliot Richardson (to the President's right) on September 30.

Education leaders meet with Nixon

NEA president is promised additional high-level sessions

NEA President Donald E. Morrison this month was promised an early meeting with President Nixon's highest official on domestic affairs which will provide an opportunity to discuss such matters as the teacher wage freeze situation.

John D. Ehrlichman, assistant to the President for domestic affairs, told Morrison that he would be willing to meet with him some time soon to discuss Phase II of the wage freeze and other federal matters of concern to teachers.

The disclosure of a future high-level meeting stemmed from a conference that Morrison and eight other education leaders had with President Nixon September 30. It was the first meeting that President Nixon has had with educational organization presidents.

Press reports stated that the meeting was arranged by the U.S. Office of Education after NEA past president Helen Bain attacked the Administration last June 29 as "the most anti-education Administration this country has had for years." Morrison pointed out that Mrs. Bain had called the President an "underachiever" in education and "this meeting didn't change that." However, Morrison said he would give the President a chance and would support him in those areas "where I can."

After meeting with President Nixon for more than one hour and 20 minutes, Morrison and the eight other education leaders held a press briefing at the Department of Health, Education and Welfare.

Morrison explained that the discussion with the President covered a wide spectrum of educational interests. Morrison said he told the President that it is "a tragic situation" that in this nation a grandfather must cast a vote against his grandchild's education in order to keep financially solvent due to ever-rising property taxes and being on a fixed income.

> It is a tragic situation, Morrison told the President, that a grandfather must cast a vote against his grandchild's education in order to keep financially solvent due to ever-rising property taxes and being on a fixed income.

Morrison said he was under the impression that the August 30 California Supreme Court property tax decision was extremely important to the President and that the President would attempt to find ways to better finance education. The court ruled that California's entire system for financing public schools, based primarily on local property taxes, violated the "equal protection" guarantee of the 14th Amendment of the Constitution because it provided more money for schools in wealthy neighborhoods than in poor areas.

A major point that Morrison made to Mr. Nixon was that teachers spend a substantial amount of their dues money to secure financial support of education. Morrison told the President "that teachers would much rather have this money spent on the improvement of instruction but they're forced to spend the major share of their dues just keeping their heads above water . . . and making sure that the school programs are financed in this country at the present levels."

He also told President Nixon that black and white teachers had been fully integrated into a single teachers' organization and expected that the school programs should also be integrated.

When asked by the press what his impressions were of meeting with Mr. Nixon, Morrison conveyed these thoughts:

Morrison asked Mr. Nixon to speak more forcefully for education. The NEA president also said he was concerned about the President's remarks on supporting government aid for church schools. President Nixon had pledged his support on the side of parochaid in an August 17 speech in New York City before the Knights of Columbus.

The NEA president told the press he was dismayed by the President's remarks on the Austin, Texas, busing case, and Morrison said he was concerned about the President's undermining of HEW Secretary Richardson's original forceful stand on busing.

In the area of financing education, Morrison told the President "that we could no longer allow the states and local government agencies to identify the goals and needs in education and then assume that the aggregate equals the nation's needs." Morrison told the press that President Nixon countered by saying that he feels there will be a great change on the part of the people and that the federal government is no longer "an outside intruder" in school programs.

Elections...

(Continued from page 1)

the association victory of momentous proportions for all of higher education in Pennsylvania. "The opportunity for higher education faculty to have a voice at the bargaining table will bring about significant improvements in the academic program in our colleges," he said. "The faculty have selected the bargaining agent which is more effective and which they have confidence will bring faculty salaries in Pennsylvania colleges to a more competitive level with other states."

In New York State on October 6, teachers in Lawrence, Long Island, voted 272 to 105 for the association. It was the first representation election in New York since the United Federation of Teachers announced the formation of a statewide organizing drive against the New York State Teachers Association. NYSTA spokesmen cited the victory as evidence that "New York State's teachers see through the empty claims of the union, and remain firmly committed to united action with their professional colleagues—and against futile alliances with private sector unions."

nea reporter

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Project Urban Upswing

Cooperation brings change to Indianapolis

Signs of change are appearing in ten urban schools in Indianapolis. For the first time, their students, teachers, administrators, and parents are working together to identify and solve the real problems of education. The reason for the change is Project Urban Upswing, a program initiated by the NEA Center for Human Relations.

Urban Upswing is a three-to-five-year program for helping interested groups in Indianapolis cooperate to define, design, and achieve quality education. A joint project of the Indianapolis School Board and the united teaching profession, Urban Upswing involves the Indianapolis Public Schools, NEA, the Indiana State Teachers Association, and the Indianapolis Education Association. During 1970-71, these groups conducted a pilot inventory in 10 elementary schools to gain data on which to base this year's expanded program.

Although the problems identified in the inventory differed from school to school, students, teachers, administrators, and parents expressed common concerns. Teachers complained about a shortage of textbooks and a limited supply of learning materials of varying levels of difficulty. Parents and teachers criticized an "unrealistic" curriculum. All groups complained about poor building maintenance, lunch room supervision, and other facilities. Teachers asked for practical in-service training programs as well as more reading specialists, teachers, and aides to reduce class size.

This is the first of a series of articles about Project Urban Upswing, an NEA program for building quality education in the schools of America's cities.

The inventory also revealed common agreement about the deeper problems in the Indianapolis schools—problems about power. Participants showed skepticism about participating in educational reform efforts, although they want more say in decision making. Teachers expressed concern about upgrading and reorienting their teaching techniques. Administrators, struggling with increased demands on the system, expressed the need for management training and for improved data collection procedures and communications with individual schools. They expressed concern about assuming social leadership positions and devising procedures for democratic decision making.

Students who participated in the inventory also voiced concern about decision making, particularly about their own activities and about curriculum, and they asked that their education be more effective. People in the community cited a need for better school-community communication and a need to be involved in making changes.

The 1971-72 activities of Urban Upswing will focus on changes in the ten pilot schools, data collection in additional schools, and a training program for teachers, community people, students, and administrators.

Texas teacher aided by NEA DuShane Fund

Josue Garza, a Mexican-American elementary school teacher in Uvalde, Texas, was not rehired for the 1970-71 school year. A $2,500 NEA DuShane Emergency Fund grant helped him meet expenses incurred in a court suit and administrative proceedings to secure reinstatement.

The school board gave as a reason for its action Garza's "exhibiting an uncooperative nature in complying with designated school policies." Garza, in a federal court suit, contended that his difficulties began when he became a candidate for county judge. His suit charged discrimination on the basis of national origin, violation of his rights to procedural due process, and denial of his First Amendment political and association activity rights. He is active in the Mexican-American Youth Organization. A student boycott followed notice of his nonrenewal.

This summer, a federal court judge ordered the school board in Uvalde to grant a full hearing. With all but three of its members abstaining, the board voted 2 to 1 to dismiss Garza. He appealed this decision to the Texas Education Agency, and a decision is pending.

NEA fund backs reinstatement suit

NEA's DuShane Emergency Fund issued a grant of $2,500 to a Texas elementary school teacher who filed a court suit asking for reinstatement after he was dismissed for his "uncooperative nature in complying with designated school policies." The teacher, Josue Garza, maintains that his nonrenewal was discriminatory and violated his rights. Above, Garza (left) receives the NEA grant from Tomas Villarreal (right), coordinator for Mexican-American education, NEA Center for Human Relations. With them is Garza's attorney, Jesse Gamez of San Antonio.

Film develops visual literacy

"Hey, Look at Me," the first film in the Association for Education Communications and Technology's expanding program to develop understanding of the concept of visual literacy, is ready for distribution.

The film shows young children in a rural area of Appalachia using movie cameras to gain a better understanding and appreciation of their surroundings. The film is specifically designed to motivate children as well as their teachers to become more involved and more familiar with the film medium.

The 12½ minute, 16mm color film was produced by Screenscope Inc. Information about buying or renting the film may be obtained from AECT at NEA Center. AECT is an NEA national affiliate.

Unsatisfactory conditions reported

Below is a current listing of names of school districts or systems where a state education association has notified members of the profession and the public that unsatisfactory educational conditions exist.

Association	District or System
• California Teachers Association	Alvord Unified
• California Teachers Association	Lawndale Elementary
• California Teachers Association	Los Altos Elementary
• California Teachers Association	Los Banos Unified
• California Teachers Association	Madera Unified
• California Teachers Association	Ukiah Unified
• Idaho Education Association	Idaho Legislature
• Iowa State Education Association	English Valleys Community Schools
• Iowa State Education Association	Ida Grove Community Schools
• Maine Teachers Association	SAD 13 (Bingham area)
• Minnesota Education Association	Appleton Public Schools
• North Dakota Education Assn.	Grand Forks Public Schools
• North Dakota Education Assn.	Turtle Lake Public Schools
• Ohio Education Association	Findlay School Dist.,
• Ohio Education Association	Logan City School Dist.
• Ohio Education Association	Northwest Local, Hamilton Co.
• Ohio Education Association	Ohio Public Schools
• Ohio Education Association	Springfield Local, Mahoning Co.
• South Carolina Education Assn.	S. Carolina Public Schools
• Washington Education Association	Clarkston Public Schools
• Washington Education Association	Mead Public Schools
• Washington Education Association	Mossyrock Public Schools

NEA and states join in research

Fourteen state associations joined the NEA Research Division in a cooperative survey on "The Status of the American Public-School Teacher, 1970-71." Increased data processing capabilities within the division made the cooperative effort possible.

The NEA Research Division developed the questionnaire and provided technical assistance in sample design and survey technique. Each participating state selected a sample of teachers in its state and mailed the questionnaires.

Once the questionnaires were returned to the states, they were sent to NEA for processing. Each participating state received a computer print-out of the results of its own survey along with a copy of the results of the national survey.

States participating with the NEA Research Division in the study were: Alabama, California, Florida, Georgia, Kansas, Kentucky, Michigan, New Jersey, Ohio, Pennsylvania, South Carolina, Tennessee, Washington, and Wisconsin.

professional calendar

Oct. 28-31—Regional meeting, Natl. Assn. of Educational Secretaries, Bridgeport, Conn.

Nov. 5-9—Adult Education Conference, Natl. Assn. for Public Continuing and Adult Education. Los Angeles.

Nov. 8-11—Conference on pupil transportation, American Assn. of School Administrators, Atlanta, Ga.

Regional seminars, Grass Roots Involvement Program (GRIP): **Nov. 11-13**—New England meeting, Boston **Dec. 9-11**—Southeastern meeting, Sarasota.

Nov. 17-20 — Conference, Natl. Council of Urban Education Assns., Denver.

Nov. 22-27—51st annual meeting. Natl. Council for the Social Studies, Denver.

Regional meetings, Natl. Business Education Assn.: **Nov. 24-27**—Southern meeting, Atlanta, Ga. **Nov. 25-27**—Eastern meeting, Washington, D.C. **Dec. 28-30**—North-Central meeting, Des Moines.

Dec. 1-4—Special national conference, Council for Exceptional Children, Memphis.

Dec. 6-8—Performance Contracting conference, Nat'l. Council of Teachers of Mathematics, Dallas.

Dec. 27-30—57th annual conference, Speech Communication Association, San Francisco.

School nurse leaders attend NEA workshop

Thirty-five school nurse leaders from 19 states attended the first Leadership Workshop for School Nurses held last month in Des Moines. The workshop was cosponsored by the NEA Leadership Development Academy and the NEA Department of School Nurses.

Sessions were aimed at assisting school nurses in developing a degree of expertise in working with local teacher education associations, learning how to secure resource information, procedures for successful negotiation patterns, and suggested ways to stimulate and promote NEA and DSN membership. One meeting was especially developed for the school nurse specialist program.

Suggested brochures, plans of action, and steps for implementing information gained at the workshop were reported at the final session. "I am going home with new approaches," one conferee said, "fresh ideas, and a special enthusiasm for NEA resources and personnel, plus an added respect for the benefits derived from my joint NEA-DSN membership fee."

California workshop set

The Speech Communications Association, an NEA associated organization, will hold a political action workshop December 27 in San Francisco.

Insecurity: It's A Crying Shame

A teacher's life can be pretty insecure these days. You don't have to tell Barbara Davies. She already knows. She's one of two hundred and twenty seven teachers suspended in Daly City, California, after standing up for their right to bargain collectively. There was a time Barbara's story might have been forgotten. Not today. The United Teaching Profession is doing something about it. With her state and local associations, the National Education Association is providing Barbara and her colleagues with staff and money to fight her case. And while the UTP works for Barbara it works for you—defending you from the local and national pressures that threaten your professional life. In Barbara's case that means her job. What about your case? What pressures are on you? If you think insecurity is a crying shame too, why don't you put this page on your bulletin board?

For further information write to:
John H. Starie, Director
Membership Development Section, DFS
National Education Association
1201 Sixteenth St., N.W.
Washington, D.C. 20036

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photo by Larry Tiscornia—San Francisco Chronicle

Association of Classroom Teachers president speaks out on major educational issues

Jim A. Roady, a fifth grade teacher from Yakima, Washington, became president of the Association of Classroom Teachers this summer, after serving one year as president-elect. The REPORTER *asked him about ACT's positions on the major educational issues of the day.*

Q: Mr. Roady, what solution do you see to the present financial crisis in the schools?

A: First of all, we must have greater public support for education. The slump in the general economy these past few years has worked a hardship on the schools, and many teachers are being pressured to accept increased class size and teaching load. Classroom teachers must work through local associations to remind communities of their financial responsibilities to public education.

I'm intrigued by Toffler's concept of councils of the future in which the total community—classroom teachers, administrators, the school board, the patrons of the school district, and last but not least the students themselves—determines what the educational goals of that community will be. This type of approach will necessitate some changing attitudes on the part of those who have traditionally had decision-making powers. It's going to take pressure from the people in the community, the kids, the teachers, and everybody concerned to see these changes come about.

Q: How greatly do you think students should be involved in this kind of decision making?

A: Well, after all, if you're determining what the future will be, then the people who will inhabit that future should have a great deal to say about it. Some people might question whether a 10-year-old is able to help determine his future, but I've worked with 10-year-olds who have a good grasp of how things should be. I try to encourage my fifth-graders to realize their responsibility to society. It's up to them to help decide what kind of world they will live in. This kind of approach can be used in setting up educational goals and objectives.

> "I'm intrigued by the concept of councils in which the total community determines what the educational goals of that community will be."

Q: Recently some people have mounted an attack on tenure. What are your views on this problem?

A: Tenure is definitely needed.

Jim A. Roady

Tenure protects competent teachers and also provides a procedure for the orderly dismissal of incompetent teachers. Without tenure classroom teachers are not free to become active in their education associations, to discuss controversial material in the classroom, or to attempt to innovate.

I believe that tenure legislation must be enacted in the states that don't have it, and strengthened in those that do.

> "As the professional associations begin to get involved in educational goals, it is important that we work along with other members of the community."

Q: There's been a lot of discussion lately about performance-based teaching. What will it mean to classroom teachers?

A: At the moment different kinds of activities are being called performance-based teaching. However, the theory behind performance-based teaching appears to be, first, that there are some identifiable performances and/or competencies in teaching; and, second, that if these can be determined and measured, it may be possible to establish performance-based criteria for the evaluation of classroom teachers, administrators, and even university professors. Obviously, this would have a tremendous impact upon education.

If performance-based teaching is going to be with us, then the classroom teacher must be involved from the beginning, through his local association. He must have a great deal to say about what the criteria will be, and on what basis and for what purposes educators will be judged.

Q: In what areas will the professional organizations move in the 70's?

A: The professional associations are getting increasingly involved in negotiations relating to instruction, and I think this is part of a long-term trend. The negotiations process goes through a kind of evolution. At the beginning of the process, negotiations tend to center on welfare items such as salary and fringe benefits. As these items are taken care of, we can turn our attention to educational goals, and the kind of curriculum we need to implement them. As the professional associations begin to get involved in these areas, it is important that we work along with other members of the community. In order to create understanding for any programs, we must involve the community or risk losing our basis of support.

> "If we classroom teachers support candidates who are friendly to education, then we can expect more legislation that's favorable to our schools."

Q: What changes in relationships between teachers and administrators do you think need to be made?

A: First, classroom teachers must be recognized as peers by administrators. Second, organizations of classroom teachers must be accorded equal status and stature with those of administrators. There is no way that two persons, or two organizations, can deal with one another honestly unless the terms are those of equality and mutual respect.

Only as we establish this new relationship will we be able to put behind us the paternalism that has resulted from the one-big-happy-family-of-educators concept. Then we can move on to building better education for kids.

Q: To what degree do you think classroom teachers should be involved in politics?

A: All the way! Teachers have not only the right but the obligation as citizens of their community to become involved in politics. All teachers are not interested in active politicking, but those that are shouldn't feel politics is something to be avoided.

If I as a classroom teacher did nothing else, I would certainly belong to my state's political action arm. Twenty-eight states now have them, and other states are working on establishing them. If we classroom teachers support candidates who are friendly to education, then we can begin to expect more legislation that's favorable to our schools.

NEA president-elect testifies on fiscal crisis

NEA President-Elect Catharine Barrett confers with Sen. Walter F. Mondale (D-Minn.) after telling his Select Subcommittee on Equal Educational Opportunity that school systems throughout the nation are cutting back services in a desperate attempt to cover growing needs with shrinking education budgets. Mrs. Barrett told the committee of extensive cuts in personnel and of the prospect in many systems of shortening the school day or school year or going to split sessions. With Mrs. Barrett at the hearing were Glen Robinson (left), NEA assistant executive secretary for research, and Stanley J. McFarland (right), assistant executive secretary for government relations and citizenship.

Student member wins hiring case

Henry B. Fitzpatrick, a black Student NEA member newly graduated from the University of Wyoming, recently won $3,010 from the school district which refused to hire him last January. The NEA DuShane Emergency Fund provided legal expenses.

The Wyoming Fair Employment Commission, in a July 19 order, found that "race was the sole standard or criteria" used by the Albany County School District No. 5 in determining not to employ Fitzpatrick as a science teacher.

Although Fitzpatrick's qualifications, experience, and student teaching evaluations were far superior to those of a white member of the same graduating class, the white individual was hired.

The commission, in addition to awarding back wages, ordered the school district to end discriminatory practices designed to deny employment because of any person's sex, race, creed, color, national origin, or ancestry.

James T. Butler, director of the NEA DuShane Emergency Fund, hailed the decision. Butler said, "It not only stops racially discriminatory employment practices at the time of hiring but also provides teacher applicants with an example of how NEA can assist student members."

DuShane Fund backs cases alleging sex discrimination

The NEA DuShane Emergency Fund is now supporting a record number of cases challenging discrimination on the basis of sex. Major issues in these cases include:

- Mandatory maternity leave after the fourth or fifth month of pregnancy
- Required leaves of absence following childbirth
- Loss of tenure and other benefits.

In September alone NEA was involved in two major maternity lawsuits. It financed a class action suit in Alabama and filed a friend of the court brief in a Cleveland case on appeal.

Five Alabama women filed suit in federal court in Montgomery on September 17 against the Alabama Superintendent of Education and their four respective school systems. Each teacher had continuing contract status, but each was required to stop teaching at about the fifth month of pregnancy and in effect lost her tenure status.

The women allege that failure of the boards to grant leaves of absence for maternity is discrimination on the basis of sex. Leaves are granted for military service and advanced study. They also contend that the lack of an equitable maternity leave policy is a denial of equal protection of the laws as well as denial of the right to privacy.

Two Cleveland junior high school teachers have appealed a federal court ruling on the required fourth-month maternity leave policy of the Cleveland Board of Education. NEA filed a friend of the court brief on September 15 with the U.S. Court of Appeals for the Sixth Circuit in Cincinnati.

The NEA brief states that policies which treat pregnancy differently from other medical conditions violate federal and state statutes prohibiting discrimination based on sex. NEA's position is that these rules are unconstitutional. "As a result of such rules," the brief continues, "thousands of teachers are prematurely forced out of their jobs every year, and the education of thousands of children is needlessly interrupted.

The DuShane Emergency Fund also financed a Virginia teacher's successful challenge of her school district's "fifth month" rule. For the first time, the school district's practice was declared unconstitutional. The teacher was awarded three months' back wages. The school board has appealed this decision, and the fund will continue to provide financial support.

The fund is backing litigation asking the courts to guarantee women their Fourteenth Amendment rights in situations involving inequitable reemployment policies after childbirth and unfair tenure policies, particularly in higher education.

Adult education workshop set in California

A weekend workshop, "Operation Retrospect: Principles of of Adult Education Applied to Learning in Kindergarten through 12th Grade," will be presented November 19-21 at the California Teachers Association headquarters building in Burlingame.

The workshop, being sponsored jointly by NEA, CTA, and University of California (Davis Extension), will compare adult and K-12 education in all relevant aspects. Case materials to be presented will demonstrate successful adult education programs. The workshop will use problem-solving techniques and look at the things being done in adult education which can be transferred to K-12 education.

Participants who preregister and complete an assignment at home before attending the workshop may receive two quarter units of professional credit. Enrollment deadline is November 5.

For further information write to the workshop coordinator, Stephenson R. Parker, Instruction Center, California Teachers Association, 1705 Murchison Drive, Burlingame, CA 94010 or to University Extension, UCD, Davis, CA 95616.

NEA helps to prepare study guides for TV

Several television study guides for classroom use have been prepared recently with the cooperation of NEA, it was announced this month. They are:

Teachers' Guide to Television, P.O.B. 564, Lenox Hill Station, New York, NY 10021. Fall edition, 14 programs; spring edition, $2.25 per copy, or $3 both editions.

Teachers' Guides to Series: "You Are There" and "The Underseas World of Jacques Cousteau." Sponsor-financed copies distributed to 65,000 elementary and secondary schools. If your school has not received a copy, write to the above address.

Study Guides for film classics. Guides will be made available for "Film Odyssey," 24 classic motion pictures and 15 classic film shorts to be seen on the Public Broadcasting Service beginning January 14. Write to: Robert N. Stahl, Xerox Corporation, 280 Park Ave., New York, NY 10017.

names in the news

Manuel Gonzalez, El Paso, Tex., has been appointed chairman of the Association of Classroom Teachers Forum. Seven new members have also been appointed to the 15-member Forum. They are **Carol Coe,** Bothell, Wash.; **Mary Hatwood,** Wash., D.C.; **Jay R. Hunter,** Wichita, Kans.; **Robert Jones,** Pine Ridge, S. Dak.; **Ted Lau,** Flint, Mich.; **Maria Martinez,** Albuquerque, N. Mex.; and **Isabelle Robinson,** St. Paul, Minn. **Mildred Merrill,** Rockland, Maine, will serve as liaison between the ACT executive committee and the Forum. The purpose of the ACT Forum is to promote minority group involvement in the professional associations.

Lyman V. Ginger, former NEA president and treasurer, is the Democratic nominee for superintendent of public instruction in Kentucky.

Harold A. Colvin, manager, Charter Flight Operations, who had been associated with the NEA Educational Travel Division since 1958, died October 7.

Marjorie Loman was recently a doctoral intern with the Association of Classroom Teachers, in cooperation with the Department of Educational Administration, Illinois State University at Normal. Mrs. Lowman earned eight semester hours of university credit toward her degree in educational administration/supervision during her internship this summer.

In September **D. Dwain Hearn,** who was assistant professor of early childhood education at Georgia State University in Atlanta, became executive secretary of the Elementary-Kindergarten-Nursery Educators. He succeeds **Robert Gilstrap,** EKNE's executive secretary since 1966, who returned to George Mason College of the University of Virginia.

Gary Griffin, a staff member in the Center for the Study of Instruction, left September 1 to become associate professor in the Department of Curriculum and Teaching at Teachers College, Columbia University.

John Mahlmann is now executive secretary of the National Art Educators Association. For the past two years, he has been assistant executive secretary.

Overseas teachers file reassignment grievance

The Overseas Education Association Executive Committee has voted to file a group grievance against the criteria used in a recent "developmental reassignment program" in Europe.

"We feel," the resolution stated, "that the recent forms distributed to teachers for purpose of transfer in Europe violated the recent Department of Army ruling that teachers seeking a lateral transfer may not be subject to further evaluation."

Teachers have a right to see their principal's remarks, the authors of the resolution reminded. If any teacher feels that his principal's comments constituted evaluation of his performance, he has a grievance.

PSEA-backed law adds funds for Pennsylvania schools

Pennsylvania schools will have $104 million in new money this year through legislation pushed by the Pennsylvania State Education Association.

PSEA Executive Secretary Robert E. Phelps said that "local taxpayers and public school students are the real beneficiaries of the six-month legislative battle that ended when school subsidy funds were appropriated by the state's General Assembly." Further, the PSEA executive secretary said, the new legislation guarantees "an equitable distribution of funds between both rural and urban districts, a basic goal of PSEA."

He pointed out that the bill, signed into law by Governor Shapp 30 minutes after it cleared both legislative houses, also provides for long-range funding through its built-in $170 million subsidy for 1972-73.

In addition to easing the local tax situation, Phelps observed, the influx of new school money will enable districts to continue existing programs and, in many cases, allow them to start new and innovative projects without added cost to the people who will benefit directly from them.

The new subsidy formula relieves past inequities in the distribution of effort between local and state levels by raising the base from $550 to $620 per pupil this year, and to $665 next year.

Robert F. Ward, PSEA president, hailed the passage of Act 88 as a "sign that Pennsylvania's lawmakers have truly come to recognize the importance of supporting education in the Commonwealth, for the total betterment of everyone."

The topic: $104 million more for Pennsylvania schools

PSEA President Robert F. Ward (left) and PSEA Executive Secretary Robert E. Phelps (center) discuss recently enacted state subsidy legislation with Pennsylvania Governor Milton J. Shapp. The new law puts $104 million in new money into Pennsylvania schools this year, representing about a 10 percent increase in state aid to local school districts.

'Those Who Care' film distributed

The NEA as part of the United Teaching Profession serving individual members and local and state affiliates is depicted in a 16mm sound motion picture in color, "Those Who Care." The film, which complements membership posters and flyers, helps teachers throughout the nation understand the NEA as their national professional voice and service arm. "Those Who Care" emphasizes four areas of concern to America's teachers: image, money, rights, and control of the teaching profession.

Prints have been distributed to state affiliates and the NEA regional offices.

Two new filmstrips also available on loan are "Who Are They?" a training program for faculty representatives, and "Let's Get It All Together," for state and local associations considering unification.

For additional information write to NEA Membership Development at NEA Center.

DuShane Fund at work

NEA lawsuits protect association leaders

The NEA DuShane Emergency Fund is actively involved in litigation on behalf of education association leaders whose teaching careers are endangered. Frequently their employment difficulties stem from association activities.

Recently Don Chase, formerly a nontenured high school English teacher from New Hampshire and now a UniServ representative, won a $2,550 court award. The defendant district, board, and superintendent have appealed to the U.S. Court of Appeals for the First Circuit. Chief negotiator for his colleagues in contract negotiations, Chase alleged in a federal court that by not renewing his contract for 1970-71, the board violated his free expression and association rights. He also charged that the board was arbitrary in claiming that "he had lost his effectiveness in the school district."

The court concurred with Chases' major allegations and ordered the board to reinstate him. (Chase has declined the offer.)

The judge, discussing unproven charges regarding Chase's behavior with students, said: "The facts present a distressing example of how a competent, innovative, and outspoken teacher can have his entire career effectively blighted by a school superintendent's and school board's blatant disregard of his rights and of the most elementary concepts of justice and fair play."

Missouri suits

Two nonrenewed Kansas City, Missouri, teachers, John Gieringer and Jerry R. Wilson, both active in their local and state associations, are also being supported by the fund. NEA is a party in both suits.

Gieringer, with 11 years' teaching experience and Wilson, with 6, alleged in federal court that they were not rehired more than a year ago because they exercised their constitutionally protected rights to freedom of speech and association.

Gieringer's case is set for trial on November 8; Wilson has appealed an unfavorable lower court ruling to the U.S. Court of Appeals for the Eighth Circuit.

Robert L. Johnson, a leader in the National Council of Urban Education Associations, has initiated federal court action seeking reinstatement to his mathematics teaching position in the Lincoln, Nebraska, schools. The DuShane Fund is sharing in payment of his legal expenses.

Johnson is alleging that the board failed to follow its own termination procedures when it did not reemploy him this fall. These regulations stipulate that initial notice of deficiencies be provided so that teachers may have the opportunities to correct them.

A decision is pending in this case.

Poll reveals support for adult education

Growing support within the ranks of teachers for public support of adult education was reported recently by the NEA Research Division.

According to a Teacher Opinion Poll, conducted by the Research Division, 64.7 percent of the teachers queried believe that public schools should provide high school completion programs for adults who have not completed high school. Thirty-seven percent of the teachers said that these programs should be provided by public funds only.

In addition, the survey indicated a growing number of adult education teachers as members of NEA. 5.3 percent of NEA members (58,300) are full-time teachers of adults and 11 percent of NEA members (121,000) are part-time teachers of adults, a total of 179,300 NEA members who teach adults.

Free booklets available on adult education

"Adult education," as defined by Robert A. Luke of the NEA Division of Adult Education, in a recent statement, "means elementary and secondary completion programs for adults, dropout prevention, parent education, citizen involvement, manpower development, as well as the continuing general education of all citizens."

The division is offering a selection of free publications to give further information on topics related to its objectives. The publications may be ordered by using the coupon at right.

Overseas teachers authorize back-pay suit

The Overseas Education Association authorized counsel for the overseas teachers' back-pay suit to file a petition with the U.S. Supreme Court for review of the adverse decisions of the lower courts rendered on November 21, 1969, and January 5, 1971. The case filed on February 26, 1971, if accepted for review, can result in back pay for some 20,000 teachers.

TO: **NEA DIPD—Adult Education**
1201 Sixteenth St., N.W.
Washington, DC 20036

Please send free copies of the following publications in the quantities I have indicated:

—— Negotiation for Adult Educators
—— Sample Contract Clauses Relating to Adult Education
—— Retrieving the High School Dropout
—— Adult Education and the Urban Crisis
—— How To Enroll Teachers of Adults
—— NEA and Citizen Participation
—— How To Find What You Want when You Need It
—— The NEA and the Education of Adults

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NEA committee says

Schools in Washington state are 'imperiled'

Public schools in the state of Washington are "now imperiled," but the state "has a singular opportunity to act before irreversible damage is done," a special NEA committee declared this month.

Edith Manfredi, chairman of NEA's Commission on Professional Rights and Responsibilities, points out in the foreword of a report released October 8 that economic conditions have had an adverse impact on Washington's financing of its schools. But, she emphasizes, an improved economy alone will not solve the problems—tax reform is necessary if quality education is to be provided.

The seven-member committee notes that "Washington's enviable record of school support and attainment has been accomplished despite the burden of an archaic and irrational tax structure." "A state government almost wholly dependent upon consumer taxes, and school districts dependent upon a property tax severely restricted by constitutional limitations, [are] unequal to the needs of the last third of this century."

Recommendations for a state income tax and for property tax reform are an important part of the committee's report, "An Imperiled School System: An Irrational Tax Structure."

Tax reform

State legislators and other political leaders should accord top priority to Washington's imperative need for tax reform in 1972, the NEA committee states. The committee further recommends that the Washington Education Association take a leadership role in "establishing a coalition of statewide organizations for the purpose of mounting a coordinated and intensified campaign leading to the adoption of a tax reform program in 1972."

Adoption of a net corporate and individual income tax should be the nucleus of the reforms, the committee states. Washington currently places over-emphasis on consumer taxes, the report points out, with the state "having the dubious distinction of leading virtually all other state governments" in this respect. The committee cites the tax on food and drugs as a particularly regressive feature of Washington's sales tax structure.

The problems produced by an outdated revenue structure have been intensified by a severely depressed economy, the report acknowledges. Within only three years, the state's largest employer, Boeing, cut its work forces more than 50 percent. Shipping and shipbuilding have also been hit. The state's unemployment rate rose to more than twice the national average. Rapid inflation, high interest rates, and public disenchantment with government have further deepened Washington's school finance crisis.

It was in this dismal setting that voters in November 1970 rejected a tax reform-tax increase package that called for a state income tax. "Thus," the investigative committee notes, "a revenue system that was cumbersome and unfair in the best of times remained to produce financial disaster in the worst of times."

Income tax

Despite the recency of this income tax defeat—and the fact that the state legislature has rejected 30 income tax proposals since 1950—another attempt at enactment—a successful one—is essential, the NEA committee declares. The report recommends that the state income tax be accompanied by adoption of appropriate tax relief measures for low-income and elderly citizens.

Because of lack of adequate regular school funding through an income tax or other sources, districts have had to rely increasingly on special levy elections—not to provide additional enrichment programs and to meet emergencies as once intended but for day-to-day operation of the schools.

"The special levy," says the report, "is no longer special: it is, for most districts, an annual event—a crucial element in the very survival of public education." Added to this situation is the fact that passage of a special levy not only requires approval of 60 percent of those voting but also requires that there be a voter turnout of at least 40 percent of those voting in the preceding general election.

The NEA committee urges that this so-called 40-60 requirement be eliminated from the state constitution.

"Levies favored by as many as 75 percent or 85 percent of the voters turning out have been frustrated by the success of opponents in keeping voters away . . .," says the report. "The will of the majority—and most unsuccessful levy elections win a majority vote—can still be nullified by the views of a *nonvoting* minority."

In districts that have experienced these school levy defeats, serious deterioration in school programs already is evident. "Of all the forces that threaten Washington's excellent record to public school achievement, none has a more immediate impact than the constant fear and the frequent reality of a special levy defeat," says the report. Only two special levy elections are permitted in a district in a year, and in the 1970-71 school year, 18 Washington districts had second levy failures.

In districts where levies have failed the NEA committee found that some schools, including fairly new buildings, had been locked and boarded and the students were being bused to other schools. This had resulted in further overcrowding of classrooms and resentment by citizens in the community where the schools had been closed—resentment even by persons who opposed the levies.

Some districts plagued by levy failure have reported budget cuts of as high as 45 percent in instructional supplies, 70 percent in library books and periodicals, and 60 percent in textbooks. Course offerings in some schools have been curtailed or eliminated, especially in special subject areas—music, art, and vocational fields, for example. Extracurricular programs such as athletics, field trips, after-school band, debate, and dramatics have fallen victim to budget cuts.

"Staff and student frustration has mounted, morale has suffered, and the impairment to the teaching-learning process is immeasurable, perhaps irreparable," the report explains.

The NEA committee undertook the investigation at the request of the Washington Education Association. Evelyn S. Tyler, a Raleigh, North Carolina, teacher and president of the North Carolina Association of Classroom Teachers, was committee chairman. Martha L. Ware, associate executive secretary of NEA's Professional Rights and Responsibilities Commission, served as coordinator.

Fijian plaque thanks NEA for training aid

Late this summer NEA conducted a training session for two leaders of teacher groups from the Fiji Islands. Cooperating with the NEA in making the training possible for the educators were the World Confederation of Organizations of the Teaching Profession, the Minnesota Education Association, and the Canadian Teachers Association. In ceremonies above, Esiteri Kamikamica, general secretary of the Fijian Teachers Association (Fijians) and Shiu Narayan Kanhai, general secretary of the Fiji Teachers Union (Indians), present a Fiji plaque to Donald Morrison, NEA president.

Mathematics program focuses on problems of the underachiever

Students who would otherwise have experienced great difficulty with mathematics are now not only learning it, but liking it as well. This outcome has resulted from the participation of the National Council of Teachers of Mathematics for the past three years in a project concentrating on the problems of students who underachieve.

The project, Experiences in Mathematical Ideas, has been especially directed at those students who underachieve in mathematics in the upper elementary grades.

Although most of the work for EMI has been done on a voluntary basis by concerned NCTM members, the council itself has invested over $80,000 in the project.

Outgrowth of the project has been a set of instructional materials designed to help low achievers learn mathematics. The materials emphasize individuality, activity, success, meaning, and novelty.

Another NCTM project is pursuing the problem of low achievers in another way—by providing special training experiences for their teachers. During the coming year NCTM will hold a pilot in-service institute for teachers. It will involve the participants in an intensive way with the special nature of the problem and concrete possibilities for improvement.

Information concerning the materials for the Experiences in Mathematical Ideas project is available from NCTM at NEA Center.

Exhibit at Kennedy arts center

The National Art Education Association, in cooperation with Friends of the Kennedy Center for the Performing Arts, is sponsoring an exhibition of art by children and youth, at the Kennedy Center in Washington, D.C., in celebration of the opening year of the center.

The exhibit, which was organized as a part of the initial year's festivities at the center, features three works from each of 47 states: one each from elementary, junior high school, and senior high school levels. These representative works were selected from thousands of outstanding expressions created by children and young people across the nation.

School library media role shown in film

The diversity of abilities, talents, and specialized interests applicable to the role of the school library media specialist in elementary and secondary schools is depicted in *At the Center*, a new 16mm color/sound motion picture. The film was sponsored by the School Library Manpower Project which is funded by the Knapp Foundation of North Carolina, Inc., and administered by the American Association of School Librarians, an NEA associated organization.

For further information on obtaining the film, write to: Project Director, School Library Manpower Project, American Library Association, 50 East Huron St., Chicago, IL 60611.

NEA steps up fight for salary equity

Court suit filed . . .

(Continued from page 1)

on the "vague, inconsistent and contradictory rulings, interpretations and policy statements" of the defendants and the inequities suffered by teachers because of this inefficient administration of the program.

Filing the complaint on behalf of the plaintiffs was Robert H. Chanin, NEA assistant executive secretary and general counsel.

Named a plaintiff besides the NEA and its affiliates is Floyd T. Christian, Florida state commissioner of education and president of the Council of Chief State School Officers.

Defendants include George A. Lincoln, director of the Office of Emergency Preparedness; Arnold R. Weber, executive director of the Cost of Living Council; and individual members of the Council—Secretaries John P. Connally, Treasury Department; Clifford M. Hardin, Agriculture; Maurice H. Stans, Commerce; George W. Romney, Housing and Urban Development; and James D. Hodgson, Labor; George P. Shultz, director of Office of Management and Budget; Paul W. McCracken, chairman of the Council of Economic Advisors; and Virginia H. Knauer, special assistant to the President for consumer affairs.

Futile attempts

The complaint outlines NEA's largely futile attempts to get rulings and interpretations from the Council, either through personal meetings or letters. The Council's statements either did not respond to NEA's specific questions concerning the wage freeze as it applies to teachers or the responses were inconsistent with other policy statements of the defendants, the complaint charges.

Among the government issuances referred to is a letter from Elmer F. Bennett, general counsel of OEP, notifying the Montgomery County (Maryland) Public School System on August 26 that teacher salary increases could lawfully be paid. A telefax message sent on September 27 by the same office—OEP—has reversed the earlier ruling.

In one example, the complaint notes that a Council ruling indicated that increases to teachers across the nation may be paid if the "contract period started before August 15." Later, the Council said that increases may be paid if the contract period began prior to that date, only if any one teacher covered by the contract performed work or accrued pay prior to August 15. But a still later ruling "appears to state that the only contracts under which increases may be paid are contracts under which all teachers covered by the contract may elect to be paid over a 12-month period," the complaint says. This latest ruling on that point further states that whether any one teacher performed work or accrued pay prior to August 15 is "irrelevant" to the issue of whether increases may be paid.

"Despite the inconsistencies and contradictions referred to . . . defendants have stated repeatedly to plaintiffs and others that the policy of defendant Cost of Living Council with respect to teacher salary increases has not been changed from the time that the policy was first announced by defendants," the NEA complaint points out.

The OEP, in addition to giving contradictory rulings in the same school districts as in the Montgomery County case, has also "given conflicting rulings in response to inquiries by different school districts presenting identical or virtually identical fact situations," the suit charges.

"Defendants, through the actions and refusals to act that are referred to . . ., have failed to provide plaintiffs with any reasonable understandable standards as to the circumstances" in which teacher salary increases may be paid or received, the complaint summarizes.

Local school boards in Florida, which are under the supervision of plaintiff Floyd Christian, state education commissioner, "have been unable to reach a consistent position" as to payment of salary increases, the complaint says. Christian has been one of the state school superintendents who has consistently maintained that teachers should receive their salary increases.

In another count, the complaint alleges that government rulings and clarifications issued "in excess of or contrary to the authority delegated" by the President's Executive Order "have reasonably been interpreted by various state and local officials as prohibiting the payment of salary increases" to teachers lawfully entitled to them.

The complaint also calls attention to inconsistent rulings in respect to teacher salary increases as compared with school tuition, room, and board. "Defendants have ruled," the statement notes, "that schools may charge increased rates for tuition, board, and room in (certain) circumstances and apparently have ruled that schools may not pay teacher salary increases under the same or virtually the same circumstances." "There is no rational basis for this distinction," the plaintiffs charge, "and it is therefore an arbitrary and capricious denial of the rights of teachers to salary increases, subjecting them to irremediable loss of income."

Joining the NEA and Florida State Education Commissioner Christian in the suit are the state education associations of Alaska, Arizona, California, Colorado, Connecticut, Delaware, Florida, Georgia, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maryland, Massachusetts, Michigan, Minnesota, Missouri, Montana, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Utah, Vermont, Virginia, Wisconsin, Wyoming, and the Hawaii State Teachers Association. There are more than 1.5 million teachers in these 40 states.

Also participating are seven NEA local affiliates: Arlington, Virginia; Fairfax, Virginia; Jacksonville, Florida (Duval Education Association); Houston, Texas; Lake Oswego, Oregon; Madison, Wisconsin; and Washoe County (Reno), Nevada.

In a separate statement concerning the federal suit, Christain said he believes "the majority of Florida teachers are entitled to scheduled and approved increases," although the Duval County School Board has decided differently.

"We intend to vigorously assert our position which we believe to be both equitable and correct," Christian said, "and it's our earnest hope that the court will finally determine that the position we have taken is the proper one."

Referring to a September 15 OEP bulletin in his ruling, the judge pointed out that the teachers, who are under continuing contract, were all eligible to accrue wages as of July 1 and that a substantial number had been paid at the higher rate.

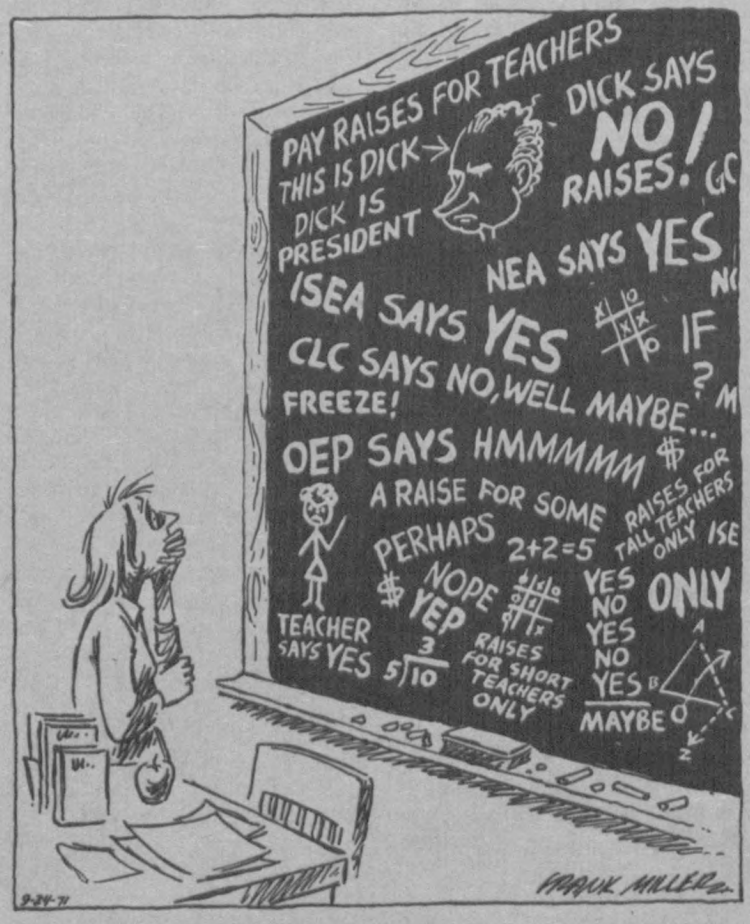
And, in a related development, the Joint Committee of NEA and the National School Boards Association reviewed the impact of President Nixon's wage and price freeze on public education and the members issued this statement:

"We recognize the need for drastic economic measures to halt the nation's runaway inflation. However, many inequities have developed as a result of the application of the wage and price freeze to the unusual employment circumstances of public school personnel. Therefore we urge that Phase II programs correct the inequities by recognizing the unique contractual aspects of public school employment and the unique school calendar."

On October 6, U.S. Congressmen Marvin Esch (R-Mich.) and Wendell Wyatt (R-Ore.), introduced a bill to permit the maintenance of prices, rents, wages, and salaries at levels contracted for prior to August 15, 1971.

The bill would amend the Economic Stabilization Act of 1970 with a provision that "effective November 14, 1971, the authority conferred on the President . . . shall not be exercised to limit the level of any price, wage, rent, or salary (including any fringe benefit offered in connection with an employment contract) to a level below that which has been agreed to in a contract which (1) relates to such price, wage, rent, or salary, as the case may be, and (2) has been executed prior to August 15, 1971."

BLACKBOARD JUNGLE



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Phase II . . .

(Continued from page 1)

pens in a classroom, all regular teaching and learning stops until the relationships between the adults and children (on both sides) are repaired."

Morrison told the Congressmen that teachers, "who have traditionally been underpaid, are greatly concerned that inflation be curbed. . . . We realize that the national goal of providing a quality education for all youth and adults can best be met by the dividends of a strong growing economy.

Strong economy

"Indeed," he said, "education and the other things that will provide a better life for all Americans can never be achieved if the dual impact of inflation and recession are not curbed. We must have an increasingly strong economy which will generate sufficient public funds without undue hardship on taxpayers."

In his testimony, the NEA president emphasized that controls on teachers' salaries are unnecessary because there are adequate constraints on salary increases by virtue of the nature of school employment. "Experience with the two previous wage-price freezes indicates," he said, "that teachers' salaries will automatically stay in line with wage increases in the private sector." Further, he said, "teachers' salaries are under a special kind of control or ceiling which does not operate in the private sector. Since 1969, taxpayer resistance to increasing state and local taxes has mounted—and the end is not in sight."

Confusion denounced

Morrison denounced the "unbelievable confusion" wrought by the Phase I control of teachers' salaries. He related the conflicting statements issued in the past months by the Cost of Living Council and the Office of Emergency Preparedness on the teacher salary issue.

"No other industry has been treated so inequitably that persons performing the same work for the same employer and in the same bargaining unit are working for different salaries—solely by capricious and apparently unconsidered order of the Cost of Living Council," Morrison told the Congressmen.

Instruction action lab to be held in Virginia

An action lab designed to promote the role of the local association in instructional improvement will be conducted November 14-16 at Williamsburg Colony, Williamsburg, Virginia. Conducting the lab will be the NEA Division of Instruction and Professional Development and the state education associations of Virginia and North Carolina.

Teams from selected associations in the two states will participate in a problem-solving activity for determining priority needs, collecting data, and formulating action plans to improve some aspect of curriculum instruction or in-service education. A strong focus is on implementation of plans back home with provision for coordinated follow-up by local, state, and national.

The lab will be coordinated by Virginia Dalton and J. Shelby Guss, VEA; Phoebe H. Emmons, NCEA; and Thelma W. Horacek, NEA.

NEA Travel presents the Orient in 1972

If you have always wanted to visit the Orient but thought you couldn't afford it, this year, thanks to NEA low-cost travel plans, you can.

In summer 1972, NEA members and their families can enjoy two weeks in China and Japan for the low price of $895, and that includes all transportation, deluxe hotel accommodations, and two meals per day, including full American breakfast. You may enjoy dinners at your hotel or at any one of several Dine-a-Round restaurants.

Six different dates are available:

OH-1—June 27-July 10 from Atlanta or Los Angeles

***OH-2**—July 3-16 from Philadelphia or Seattle

OH-3—July 9-22 from New York or Chicago

***OH-4**—July 15-28 from Dallas or San Francisco

OH-5—July 21-Aug. 3 from Boston or Chicago

***OH-6**—July 27-Aug. 9 from New York or Columbus, Ohio

* (On tours OH-2, OH-4, and OH-6, the Japanese portion of the tour will be reversed, beginning in Osaka and ending in Tokyo. Hong Kong portion remains the same for all six tours.) Note: Participants must fly westbound and eastbound together on dates of selected charter, but may board at one city and deplane at the other.

On the first day of your tour, you will depart on a chartered Trans-International Airlines jet from any of the above-named cities. Time of departure will be announced approximately two months before departure. After crossing the International Date Line and losing one calendar day you'll arrive in Tokyo, where you will be transferred by private motorcoach to the Hotel New Otani. Enjoy the remainder of the day on your own.

A morning sightseeing tour of Tokyo is scheduled for the third day. You'll visit the Imperial Palace Plaza, Meiji Shrine, the shopping lane of Asakusa, Kennon Temple, and the Olympic Stadium. Afternoon free.

The fourth day will be a full-day excursion to Nikko. Visit the world-famous Toshogu Shrine, then take a thrilling drive up the zig-zag Irohazaka Slope to placid Lake Chuzenjim, majestic Kegon Waterfall, and lovely Dragon's Cascade.

The fifth day will be a full-day excursion by motorcoach to Hakone. Enroute, visits will be made to Kamakura Daibutsu, the great image of Buddha, and Hachiman Shinto Shrine. Then on to the scenic Ten Province Pass with its breath-taking view of Mt. Fuji, weather permitting.

On the sixth day of your tour, board the morning "Bullet Train" for Kyoto, Japan's ancient capital. In less than three hours of smooth riding, you will arrive in Kyoto and transfer to the Miyako Hotel. After lunch, tour the colorful city. Sightseeing in Kyoto delights visitors with its historical and artistic treasures; elaborately painted Nijo Castle, noted for its "nightingale corridor," old Imperial Palace and delicately designed garden of the Gold Pavilion, and the Heian Shrine.

A full-day excursion to Nara, the cradle of Japanese art and literature, the Todaiji Temple, famous for its colossal image of Buddha; Kasuga Shrine, with its many stone lanterns; and Nara Deer Park are things to remember from the seventh day's sightseeing. You will return to Kyoto for the night.

The morning of the eighth day is free. In the afternoon, you transfer to Osaka to board your jet to Hong Kong. On arrival in Hong Kong, you transfer to the Hong Kong Hyatt Hotel.

You will long remember your sightseeing in the Colony of Hong Kong, which is larger than most people realize—nearly 400 square miles. It embraces a rural area (the New Victoria) and Victoria on Hong Kong Island, with skyscrapers and Victoria Peak; and Kowloon, a peninsula on the mainland where the airport and the ocean terminal are located.

Hong Kong's harbor is the most spectacular in the world; you will view it by ferry as you cruise across this beautiful expanse of water cut by junks, sanpans, freighters, and luxury liners. Your tour will also take you to the beautiful Tiger Balm Gardens, Repulse Bay, and Aberdeen.

Your tenth day is at leisure in Hong Kong. For dinner, select true Chinese cuisine, or French, Portuguese, Russian, American, or Malayan.

The eleventh through thirteenth days may either be spent on your own in Hong Kong or on the optional extension to Bangkok. The Bangkok extension (two nights and three days) costs $195 additional. Price includes round-trip jet airfare; accommodations at the deluxe Indra Hotel; American breakfast and dinner on the Dine-a-Round plan; and a tour of the floating markets.

The quiet beauty of Japan's countryside, with its temples and shrines, is a part of the attraction this Asian nation has for travelers. NEA members can see Japan, Hong Kong, and Bangkok at low cost on any of six special tours next summer.

For those not interested in the Bangkok extension, there are many ways to spend your three leisure days: swimming, skindiving or water skiing at any one of the beaches surrounding the Island; visiting one of the small towns nestled in valleys nearby to get a taste of life as it existed in ancient times and to see methods of farming and traditional dress; an optional day trip by hydrofoil to Macao Island, an old Portuguese colony; or of course, shopping. Hong Kong is a shopper's paradise with over 9,000 factories employing thousands of craftsmen. The tourist shopper can purchase wares ranging from custom-made suits, dresses, shoes, jewelry, and cameras—to electronic equipment.

Your fourteenth and last day is free to do last-minute shopping or packing before transferring to Kai Tak International Airport for your flight home.

You'll find it a bit strange when you arrive on the West Coast approximately four hours before you departed from Hong Kong—this due to crossing the International Date Line, regaining the time you lost on the flight over. You may return to **either** of the two cities from which your particular Oriental Holiday tour departed, where the tour will end.

Application for tour reservation

Applications for reservation of space will be accepted in the order of receipt when accompanied by a deposit of $200 per person. Deposits will be applied toward full tour price, with balance due six weeks in advance of scheduled departure. Make checks payable to one of the offices listed below.

Please reserve .....spaces on (code letters of tour tour).....

departing (city)..... on (date).....

Enclosed deposit $..... Telephone No. ..... (include area code)

Name(s) .....

Address .....
(street) (city) (state) (zip)

ELIGIBILITY: To be eligible for one of the Oriental Holiday charter airfare tours, the NEA member must have held membership for at least six months prior to the scheduled date of tour departure. Send a photocopy (or other facsimile) of your latest NEA membership card or the mailing label from the latest issue of the *NEA Reporter* or *Today's Education* with your application and deposit.

Have you held NEA membership for at least six months prior to the date of the tour you have chosen? Yes ☐ No ☐

I affirm that I meet the requirements on eligibility for the tour requested.

....
(signature) (date)

Send signed application, deposit, and proof of NEA membership to the office nearest you.

Educational Travel Division, NEA
1201 16th St., N.W.
Washington, DC 20036

NJEA-NEA Travel Service
180 W. State St.
Trenton, NJ 08608

IEA-NEA Travel Service
2000 Spring Rd.
Oak Brook, IL 60521

CTA-NEA Travel Service
1125 W. Sixth St.
Los Angeles, CA 90017

LOCAL-STATE-NATIONAL
CO-SPONSORED

This is the only travel program officially sponsored or approved by the National Education Association.

To: NEA Division of Educational Travel
1201 16th St., N.W., Washington, DC 20036

Please send me: ☐ NEA Travel, 1972 (64 page summer tour book)
☐ September *NEA Reporter* with complete 1971 Christmas program.

Name .....

Street address .....

City ..... State ..... Zip .....

Committee OK's controversial bill on desegregation

The House Education and Labor Committee has approved President Nixon's long-delayed $1.5 billion school desegregation bill, but has rejected an Administration amendment to prohibit the use of any of those funds for busing. The action, breaking a committee deadlock, revives chances for passage of the bill in this session. In approving the proposal, the committee also put aside a Democratic plan to make the desegregation bill part of a larger $6.6 billion general aid measure.

The Administration amendment, which is sure to be offered when the bill reaches the House floor, would ban the use of funds for busing whether court-ordered or voluntary. Opponents of the amendment said it was ridiculous for the federal government and the courts to require school districts desegregate yet refuse to help them pay busing costs. Most observers feel the Nixon ban on busing will have a better chance of being adopted by the full House.

As drafted by the House, the bill allows the schools to use the $1.5 billion over two years in a variety of ways to implement court-ordered desegregation or promote voluntary integration. The Senate, which passed the bill in April, put more restrictions on use of the money. The committee action moved the bill one step closer to final approval, but much reconciling will have to be done if a bill is to be passed in the first session of the 92nd Congress.

Magazine Publishers intern works with NEA staff

NEA President Donald Morrison and Magazine Publishers Association Intern Charles Harris discuss features on the production board in the Today's Education office. Harris, a Hampton Institute junior, worked with the NEA staff for five weeks during the past summer in an MPA program designed to give 30 of the nation's leading college journalism students some experience on the staffs of top national magazines.

Legislation . . .

(Continued from page 1)

Education and Labor Committee, would apportion funds to schools on the basis of their student bodies. A basic amount would be allotted according to the number of undergraduate and graduate students enrolled at each institution. An additional grant would be given for those needy students receiving federal loans and scholarships.

The omnibus bill would also extend existing student loan programs; establish a National Institute of Education to conduct research; and set up new community college, ethnic study, and vocational programs. In addition, the measure includes a proposal to curb campus discrimination against women and creates a student loan association.

The Senate passed a higher education bill last month containing many of the new programs outlined in the House measure. Its main student and institutional aid provisions, however, are substantially different. The Senate bill provides a basic grant to each student as a top priority. Aid would also be available to colleges, but only if Congressional appropriations were large enough to first provide each student with a federally adjusted allowance.

Civil rights action

In the area of civil rights, the House has rejected a strong bill designed to help end job discrimination against teachers and other public employees. By a close vote, the House defeated a measure that would have given the Equal Employment Opportunities Commission power to move against employers discriminating against teachers. However, the Senate is expected to approve a bill which would cover teachers and give the job agency strong enforcement powers.

School lunch program

Congress is also moving to rescue the school lunch program from strict government regulations which NEA has charged will prevent two million needy children from receiving meals this year.

The U.S. Department of Agriculture (USDA) has announced that the government will pay about 45¢ of the cost of a free or reduced price meal for poor children. The Senate had voted overwhelmingly to reject an Administration plan to drop the federal contribution to 35¢.

But at the same time, the government has tightened eligibility standards for participation in the program, eliminating about one million children. Another million will not get lunches because even a 45¢ reimbursement rate is only enough to pay for meals for eight million youngsters, according to USDA. The Department estimates there are at least nine million needy children in the country.

Further Congressional action is expected to counter the new Administration attempt to hold the line on school lunch spending. Last year Congress passed a law guaranteeing a free or reduced price lunch to all the nation's poor.

Science study will lead to model report

The National Science Teachers Association is completing a nationwide study of exemplary school and community facilities for the teaching of science at the secondary school level. The final report, to be published early in 1972, will serve as a guide to school systems and architects in building or remodeling facilities for modern science instruction.

Funded by the National Science Foundation, the study is directed by Joseph D. Novak, Cornell University.

Science teachers award program seeks a crop of young scientists

"We are seeing an enthusiastic response to science and the new secondary school awards program, Tomorrow's Scientists and Engineers," reports Dorothy Culbert, assistant executive secretary for student programs of the National Science Teachers Association. "If the student and teacher interest shown is any indication of the present interest in science among high school students," she continued, "we can apparently expect a plentiful crop of young scientists to arrive from students in school during the early 70's."

The awards program aims to encourage the nation's youth to become involved in science and engineering and to use these as weapons to solve problems facing society. NSTA, the Engineers' Council for Professional Development, and Scholastic Magazines, Inc., will administer the operation, while Humble Oil & Refining Company will sponsor it.

The program in its second year, involves about $87,000 of annual cash awards as well as other recognition. NSTA will announce the names of all the award winners in April 1972. All participants will be notified about the disposition of their entries by May 1, 1972.

For information and entry forms, write to NSTA at NEA Center.

NEA project plans group for counselors

NEA Project Counseling, an effort initiated last year to organize counselors on a national level, is now a reality.

More than 325 charter members are in the process of voting on by-laws, and by March 1, 1972, an election of officers will be held.

The Task Force of the National Association of School Counselors consists of seven members, including people from nearly every section of the country. In addition, 15 advisory members are giving encouragement and support.

Membership is divided into six categories—active, life, fellow, associate, charter, and emeritus.

To be eligible for active membership a counselor must either (1) have an earned master's or higher degree in counseling, or (2) be employed as a school counselor, director of guidance, or coordinator of guidance, or (3) have a minimum of three years' experience as a certified school counselor, director of guidance or coordinator of guidance services.

NASC is seeking to become a national affiliate of NEA.

For further information contact Philip A. Genet, membership chairman, NASC, Office of the President, NEA Center.

Nigeria seeks science/math teachers

The Government of Nigeria has asked the NEA Committee on International Relations to publicize its search for mathematics and science teachers at the secondary level for posts that will be vacant in January. Basic requirements are a master's degree and five years of experience.

Inquiries should be directed to Counselor, Embassy of Nigeria, 1333 Sixteenth St., N.W., Washington, D.C. 20036.

Auxiliary personnel membership OK'd

In July 1971 the NEA Representative Assembly approved an amendment to the NEA Bylaws creating a new membership category for auxiliary personnel and setting their annual dues at $10. The Association of Classroom Teachers is charged with the responsibility of building a program of service and establishing an organization for auxiliary personnel within the NEA structure.

If you know anyone who is eligible for auxiliary personnel membership in the NEA, please give him this blank.

TO: Association of Classroom Teachers, NEA
Auxiliary Personnel Coordinator
1201 Sixteenth Street, N.W.
Washington, D. C. 20036

Please send me an application for National Education Association Auxiliary Personnel Membership.

Name _____

Street _____

City _____ State _____ ZIP _____

current Student NEA launches campaign to change teacher certification

What's going on in TV, radio, press, and national magazines

Television

(All times are Eastern)

Take a Giant Step—Saturdays, NBC-TV, 10:30 a.m. *October 30:* Money: Money is a means to an end. *November 6:* Photography: Art of capturing a time. *November 13:* Evolution: Process of continued transformation. *November 20:* City/Country: Living in both can be a joyful experience. Recommended for viewing by NEA.

You Are There—Saturdays, CBS-TV, 12:30 p.m. *October 30:* "The Nomination of Abraham Lincoln." *November 6:* "Fall of Troy" *November 20:* "The Trial of Susan B. Anthony." Recommended for viewing by NEA.

CBS Children's Film Festival—Saturday, October 30, CBS-TV, 1 p.m. "Ghost of a Chance." An English film about children who enlist the aid of two comical ghosts to prevent destruction of a historic mansion.

Aesop's Fables—Sunday, October 31, CBS-TV, 7:30 p.m. Animated version of "The Tortoise and the Eagle" and "The Tortoise and the Hare," with Bill Cosby as Aesop.

Today—Thursday, November 4, NBC-TV, 7 a.m. Devoted completely to the 25th anniversary of UNESCO.

The Gambler—Sunday, November 14, PBS, 9 p.m. A dramatization of the Dostoevsky novel which tells of the compelling attraction that gambling holds for both old and young. Starring Dame Edith Evans. To be aired in two parts. Recommended for viewing by NEA.

The Snow Goose—Monday, November 15, NBC-TV, 8 p.m. Hallmark Hall of Fame. Friendship develops between artist and young girl as they care for an injured bird.

Magazines

(October issues)

Foreign Affairs—"The Strategies of Peking," by Michel Osenberg; "Recognizing China," by Jerome Alan Cohen; and "Approaching China, Defending Taiwan," by Earl C. Ravenal.

Fortune—"Black Colleges Are Worth Saving," by Ernest Holsendolph.

National Geographic—"North Slope: Will Alaska's Oil and Tundra Mix?" by William S. Ellis.

Natural History—"Salt," by Raymond D. Murray. Man can't create new coal beds or cause new veins of gold to form, but he has learned to make salt deposits of his own.

Parents' Magazine—"Exploding the Myth of I.Q.," by David Klein. "Keys to Success in Learning," by Margaret Ratz, Ph.D. An educator's practical guide to the thoughtful, everyday things parents can do at home to spark their young children's drive to learn.

Saturday Review—*(October 16 issue)* "Sexual Stereotypes Start Early," by Florence Howe. "Woman's Place Is in the Curriculum," by Janice Law Trecker.

The American Scholar *(autumn issue)*—"Toward Juvenile Justice," by Birch Bayh.

Reader's Digest *(November)*—"PBS—The Cinderella Network," by Terrence O'Flaherty. "The Mystery of the Snowy Owl," by Jean George.

Student NEA is launching its own campaign this year to change teacher certification practices. It sees this as the most practical way in which college students and teachers can work together to bring about teacher education reform.

Frustrated at what they termed the "credit-hour subject-matter syndrome," Student NEA delegates, at their June 1971 delegate assembly, demanded a concerted effort to personalize and humanize the learning process. The 1971 Student NEA executive committee interpreted this mandate in its 1971-72 integrated program by emphasizing early experience opportunities. These, developed by individual chapters, have the eventual goals of change in teacher education curricula and certification requirements.

"Whether stated in terms of feeling ill-equipped to cope with classroom situations or to assume full responsibility for a group of learners or in terms of having made a poor career choice," explains 1971-72 Student NEA President Frank Buress of California, "students' criticisms of their teacher preparation reflect this one similarity—inadequate practical experience with children and youth."

Student NEA has chosen the practical route of (1) organizing diversified practical teaching and child-related experiences in the community for specific chapters; (2) involving teacher associations with local chapters in a concerted effort to include more varied community related independent study activities; and (3) with the help of other NEA units, providing Student NEA leaders with the knowledge and skills to influence the political process—election and appointment—of education decisionmakers.

Implicit in this effort is the indispensable part played by experienced students as resources to other students. For instance, those who are practiced in organizing cross-cultural opportunities might serve as consultants for students at other schools who want to create such chapter projects; students who have successfully influenced their education schools' decisions to incorporate more practical experience in the curriculum could assist those students elsewhere trying to achieve the same objective. Additionally, as a result of this systematic approach, Student NEA would be implementing recommendations in the NEA Task Force on Student Involvement which, in effect, asserts the right of students to influence the conditions of their education.

The recruitment of additional Action-Research Corps interns will also provide new opportunities for students to work in Washington and their respective states. For further information, contact Frank Buress, Student NEA president, at NEA Center.

NEA recommends television's new experiment, "The Electric Company"

NEA is recommending for viewing "The Electric Company," a new experimental educational television series produced by the Children's Television Workshop, creators of "Sesame Street." The new series is aimed at helping to teach reading to second, third, and fourth graders. The "company" is a troupe of talented actors, each of whom will be seen on the daily, half-hour program in a variety of roles. NEA provides a consultant, second grade teacher Mary Ricketts, to work as liaison between NEA and CTW on the series, which premieres October 25 on Public Broadcasting Service.

Students may join Skylab space mission experiment

The National Science Teachers Association and the National Aeronautics and Space Administration are offering to students in grades 9-12 the unique opportunity to propose the space experiments to be conducted by the astronauts on board Skylab in the course of Skylab missions.

Experiments in crew recreation and other aspects of living in weightlessness will be considered, along with student scientific proposals.

Regional winners and 25 national winners will be selected from the entries. The program is open to all students in grades 9 through 12 in U.S. public, private, parochial, and U.S. overseas schools.

Skylab, an earth orbital space laboratory to be launched in 1973, will conduct scientific, technological, and biomedical investigations from the vantage point of space. The first manned mission will last up to 28 days or twice the duration of any previous U.S. mission. The second and third three-man missions are planned to last up to 56 days.

NSTA, an NEA-associated organization, will provide the personnel, materials, facilities, and services necessary for notification of the student and educational community of the opportunity and method of participating in Skylab, develop procedures for evaluation of proposals based on educational value, and develop certificates of participation and an awards system for entrants. The association will also develop plans and procedures for final selectees whose proposal ideas have been selected by NASA, and plan, organize, and conduct a Skylab Student Education Conference for the 25 national selectees at the Kennedy Space Center, Florida, at the time of the Skylab launch.

Deadline for the student proposals is February 4, 1972. For information and entry forms write to Skylab Student Project, National Science Teachers Association at NEA Center.

Daly City, California, strike nears settlement

A break in the month-old teachers strike in Daly City, California, appeared imminent early this month.

Spurred on by San Mateo County Superior Court Judge Melvin Cohn's demand for an unconditional settlement, the board and 227 striking teachers of the Jefferson Classroom Teachers Association made strong progress toward agreement.

By October 6:

- The board has offered to re-employ the fired teachers
- JCTA members had voted to work with full assurances that there would be no reprisals for their action and with a system set up outside the district to settle complaints of reprisal
- More than a score of California Teachers Association and NEA staff members remained on the job in an effort to speed final settlement
- A parent boycott, which had kept some 3,000 students out of classes, was called off
- Teacher picketing was ended
- Response was reported heavy to CTA's declaration that October 1 salaries of educators all over the state be given the striking teachers.

JCTA President Anita Jackson said: "This is a victory not only for the teachers of Daly City, but for every teacher in the nation. Teachers fought courageously for their rights and beat down attempts by the board to break apart the group. No school board in this state should ignore the determination with which these teachers stood up against the attacks of the district. The teachers here know that their efforts have kept the way open for teachers in every district to achieve master agreements and binding arbitration of grievances."

NEA Mutual Fund assets top $27 million

As of September 30, the NEA Mutual Fund had net assets of $27,064,000 and net asset value per share was $10.45. The fund will issue its next printed semi-annual report to shareholders as of October 31.

For information on the fund write to Educators Fund Management Corporation, 1156 Fifteenth St., N.W., Washington, D.C. 20005.

An article in the August issue of *Financial World*, dealing with funds sold to one particular type or group of investors, indicates that the number of funds in this category is small, but the concept is gaining adherents, reports Mildred D. Erickson, executive vice-president of the NEA Mutual Fund. The article, "Focus on Funds" by Samuel H. Schiff, she said, included the NEA Mutual Fund which can be sold only to NEA members.

New directors

Newly elected this summer to the Board of Directors of the NEA Mutual Fund are:

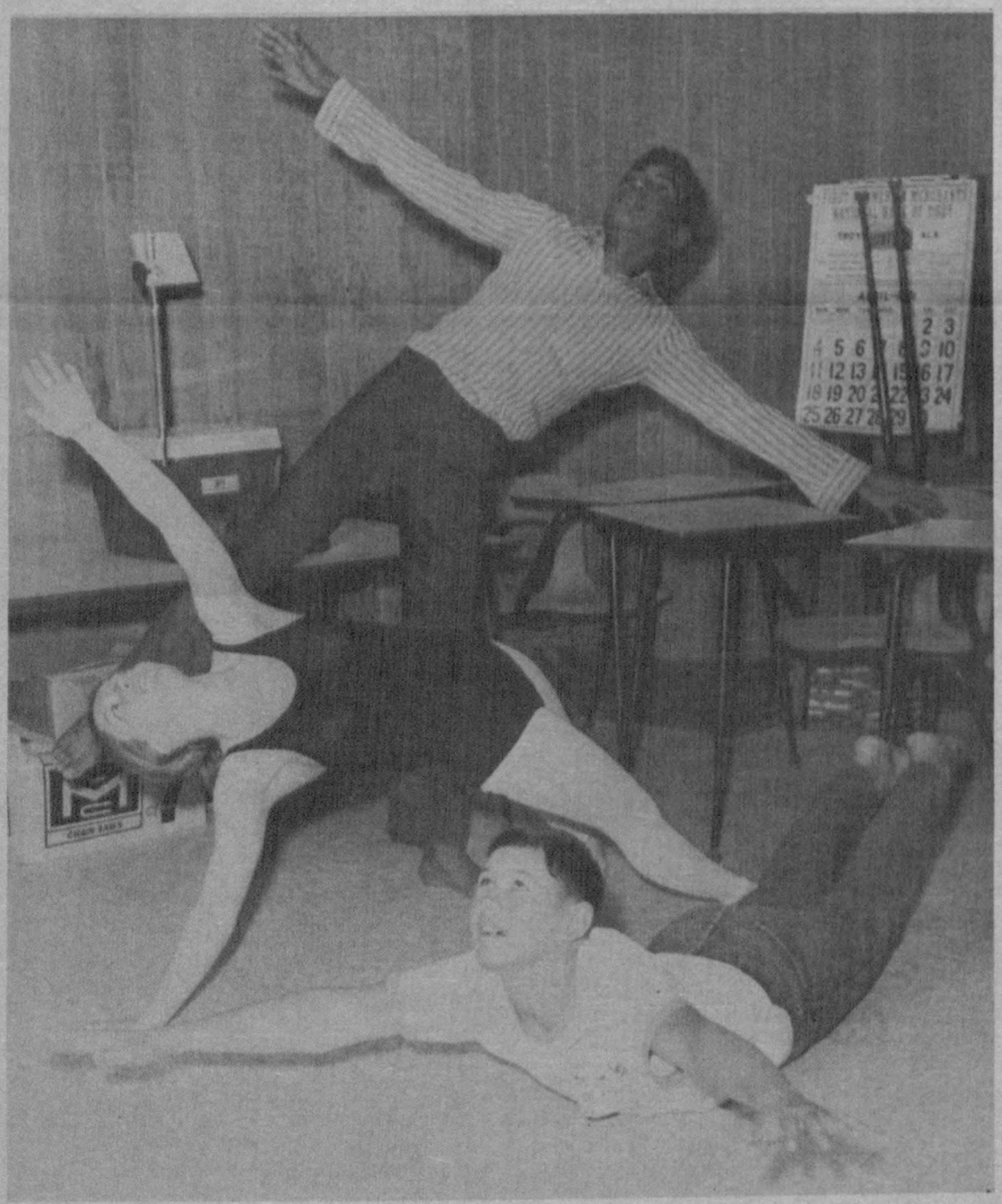
Maurine Howard Abernathy, attorney in private practice, D.C. director, Business and Professional Women's Club of D.C.; director, Legal Aid Society of D.C.

Frances M. Carnochan, president, New Jersey Education Association; counselor, Trenton (N.J.) High School.

John W. Hazard, executive editor of *Changing Times*, the Kiplinger magazine; author and lecturer on economics, governor of Gunston Hall School; president and director, Colchester Corporation.

Jacqueline Hutcheon, immediate past president, Washington Education Association; teacher, Tillicum Junior High School, Bellevue, Washington.

Janet Lee Land, president Harrison-Washington Classroom Teachers Association; English-speech teacher, Wes-Del Junior-Senior High, Delaware County, Indiana.



Push back the chairs and dance

These children taking part in a creative dance activity are from the Charles Henderson Junior High School in Troy, Alabama. They are among hundreds of school children in seven school systems who are benefiting from the Arts IMPACT Project (Interdisciplinary Model Programs in the Arts for Children and Teachers). Funded through the Education Professions Development Act, the project is developing model programs to enrich curriculum with the infusion of art, dance, drama, and music. Two films have been produced featuring artists in residence who have assisted with the project. Among the participating education groups are three NEA national affiliates—National Art Education Association, Music Educators National Conference, and the American Association for Health, Physical Education, and Recreation (through its Dance Division).

Member suspended in ethics violation

NEA has suspended for one year the membership of Joplin, Missouri, principal, K. L. Johnston, for his violation of the NEA Code of Ethics in arbitrarily refusing to testify before the local association in its investigation of a grievance.

In ordering Johnston's suspension, the NEA Ethics Committee found that the Joplin principal had violated a section of the Code of Ethics of the Education Profession, which obligates each educator to "participate in a professional inquiry when requested by an appropriate professional association." The committee found that the principal "deliberately refused to participate in a professional inquiry of the Joplin Community Teachers Association and seriously hampered the efforts of the Association to meet its stated obligation in the processing of a grievance. His refusal to participate followed two requests for his appearance and indicated flagrant denial of one of the basic purposes of the organization."

The suspension is effective from May 18, 1971, to May 17, 1972, the Ethics Committee announced.

Congressional candidate visits

John Heinz (center), the only Congressional candidate in this fall's election, confers with NEA President-Elect Catharine Barrett and Stanley J. McFarland, NEA assistant exective secretary for government relations and citizenship, during a recent visit to Washington, D.C. Heinz, a native of Pittsburgh, is seeking election to the House seat vacated by the death of Rep. Robert J. Corbett. Teachers from 20 NEA local affiliates in the suburban Pittsburgh area have formed a committee to support Heinz' candidacy.

For NEA members

Holiday gift ideas

Discount books from seven publishers

NEA's Special Services Division announced this month that its annual special discount book purchase program has been expanded to include books from seven prestigious publishers: David McKay Company, Inc.; Grosset and Dunlap, Inc.; Harper and Row Publishers, Inc.; McGraw Hill Book Company; Praeger Publishers, Inc.; Stein and Day; and St. Martins Press, Inc.

This year Thornton Wilder's *The Eighth Day* will be sent free to all members whose orders total $15 or more in this special discount book offer. The book retails at $6.95.

Arnold W. Wolpert, director of the Special Services Division, said: "This special book offer in the NEA Reporter has been made available to members for the past four years. We find that each year more and more books are purchased for holiday gift giving and it doesn't stop there. Members' orders for books come in right up until the new listing is published and sometimes even after that.

"Each year before making a selection, NEA Special Services carefully reviews the titles ordered from the previous year so that the new selections continuously reflect the interest of membership."

The order form on the next page is designed for quick processing. To use it, circle the number of each book you want and send your order to NEA Book Purchase—Room 915, 1156 Fifteenth Street, N.W., Washington, D.C. 20005. Checks should be made payable to "NEA Book Purchase." The large discount makes it necessary to require a minimum order of $5 and to charge a handling and postage fee of $.40 per order.

If your order totals $15 or more be sure to check the appropriate box if you would like to receive a free copy of *The Eighth Day*.

Orders placed now will be received in ample time for Christmas wrapping. Delivery in time for this holiday cannot be guaranteed on orders re-

Special Interest

605. Q: IS THE GRASS GREENER?: Answers to Questions About Drugs by Dorothy Whipple, M.D. The author discusses all drugs in common use today—LSD, barbiturates, mescaline, marijuana, heroin, etc. In a question and answer style she presents facts that every young person and adult should know. 224pp.
Reg. $5.95 **Your price $4.46**

L63000. LIVING WITH YOUR ULCER by Theodore Berland and Mitchell A. Spellberg, M.D. The book answers questions like: What is an ulcer? What causes it? How will it change your life? The authors describe danger signals and tell what you can and cannot eat. A chapter is devoted to gourmet recipes that will interest the more than 2½ million people who have ulcers and those who cook for them. 192pp.
Reg. $5.95 **Your price $4.46**

501. THE MODERN FAMILY GUIDE TO DENTAL HEALTH by Norman A. Cranin, DDS. A home reference work on dental health. It includes the following subjects: why teeth hurt, how to choose a dentist, care of baby teeth, crowns and bridges, and more. Illustrated. 324pp.
Reg. $7.95 **Your price $5.96**

502. THE SECRETS OF RELAXATION: A 3-WAY PROGRAM THAT REALLY WORKS by Mariane Kohler. The author explains her proven methods of relaxation of the muscles, mind and whole person. Illustrated. 126pp.
Reg. $5.95 **Your price $4.46**

402. TOBACCO AND YOUR HEALTH: *The Smoking Controversy* by Harold S. Diehl. The book explores the troublesome questions about smoking and gives meaningful answers. It presents scientific and medically reliable information. Paperback. 271pp.
Reg. $2.95 **Your price $2.21**

401. RETIREMENT: *A Time to Live Anew* by Harry W. Hepner. The book shows how men who have enjoyed their work can move ahead to greater satisfaction in retirement. It offers suggestions on hobbies and occupations. 288pp.
Reg. $6.95 **Your price $5.21**

601. THE TRUTH ABOUT ARTHRITIS CARE by John J. Calabro, M.D. and John Wykert. A leading specialist tells how to detect the danger signs at any age from childhood on; and how to get the very best advice and care. 271pp.
Reg. $6.95 **Your price $5.21**

157. REALITY THERAPY: *A new approach to psychiatry* by William Glasser, M.D. Offers challenging ideas to psychiatrists, teachers, social workers, and anyone who is interested in people and the ways their minds work. 192pp.
Reg. $4.95 **Your price $3.71**

T90725. THE TYRANNY OF NOISE by Robert Alex Baron. The author reveals facts about noise others often ignore. He tells why doctors think noise can bring on diseases; how real estate is devalued because of noise; and how noise has produced accidents. He offers concrete proposals on noise control. 352pp.
Reg. $7.50 **Your price $5.62**

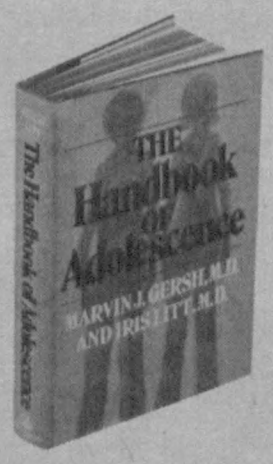
407. Carnegie Commission on Higher Education: A CHANCE TO LEARN: *An Action Agenda for Equal Opportunity in Higher Education* by Ashby and Besse.

This publication concentrates upon the goals, agenda, and policies for access to and success within higher education for an increasingly diverse student population. 40pp.
Reg. $1.95 **Your price $1.46**

408. Carnegie Commission on Higher Education: BREAKING THE ACCESS BARRIERS by Medsker and Tillery. The authors give a thoughtful analysis of the problems and opportunities facing the community colleges. 192pp.
Reg. $5.95 **Your price $4.46**

71. SCHOOLS WITHOUT FAILURE by William Glasser, M.D. Applies theories of Reality Therapy to contemporary education. 235pp.
Reg. $4.95 **Your price $3.71**

609. THE ANGEL INSIDE WENT SOUR by Esther Rothman. The story of 10 years spent running P.S. #8 (New York City's Livingston School), the only public day school devoted to troubled teen-age girls. The author talks about the students she has tried to help; her successes and failures. 333pp.
Reg. $7.95 **Your price $5.96**

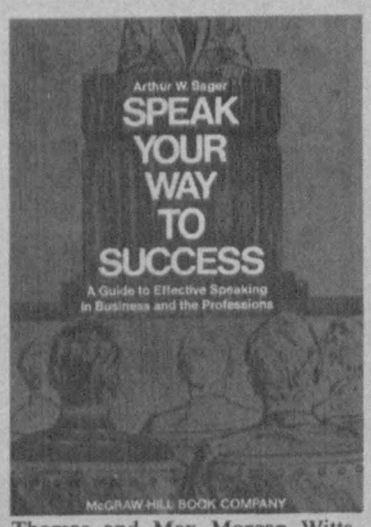


507. THE HANDBOOK OF ADOLESCENCE by Marvin J. Gersch, M.D., and Iris Litt, M.D. A book devoted entirely to teenage medical problems—including acne, venereal disease, mononucleosis, and birth control. 254pp.
Reg. $6.95 **Your price $5.21**

607. TEENAGE JOBS by Ruth Lembeck. The book tells about job experiences of young people. It gives a true picture of the problems and questions that teenagers have about working. 282pp.
Reg. $6.95 **Your price $5.21**

306. AFRICA: *Images and Realities* by Eric Robins and Blaine Littell. This book interprets—in words and magnificent pictures—the qualities which vitally influence each of Africa's fifty-odd territories and their individual responses to the challenges and responsibilities of independence. Illustrated with 170 pictures—many in full color. 250pp.
Price until January 1, 1972
Reg. $15 **Your price $11.25**
Thereafter
Reg. $18.50 **Your price $13.87**

503. THE SAN FRANCISCO EARTHQUAKE by Gordon


Arthur W. Sager
SPEAK YOUR WAY TO SUCCESS
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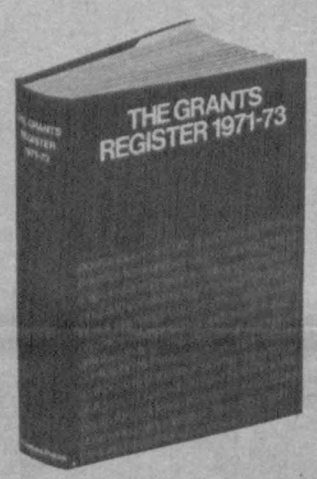

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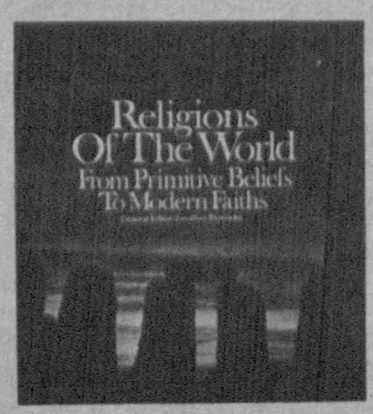

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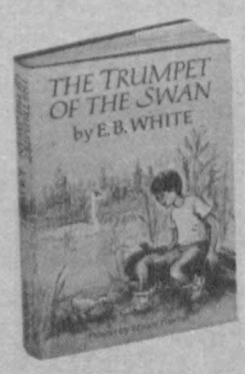

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nea reporter

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NEA agrees to serve on Cost group

Morrison pledges to press for teachers' equity rights

NEA President Donald Morrison has agreed to serve on a committee of the Cost of Living Council (COLC). In accepting the appointment to the State and Local Government Committee, which was announced by the White House, Morrison said, "We are willing to cooperate in exploring all means of communication with the Administration."

Morrison explained that he would seek a separate pay board mechanism for dealing with public employees, including teachers, at an early meeting of the committee. "How open the Cost of Living Council is to advice remains to be seen," he cautioned.

"The NEA will continue to press for equitable treatment of teachers through this and all avenues open to us," Morrison said.

NEA together with its state and local affiliates will continue to lobby the Congress in an effort to gain passage of the bill passed by the House Banking and Currency Committee, which would permit retroactivity and previously negotiated pay raises.

NEA is pursuing its lawsuit, tentatively scheduled to be heard in late November before the U.S. District Court in Washington, D.C. The case, against COLC and the Office of Emergency Preparedness, relates to teachers' salaries during Phase I of the wage-price freeze. Some 41 NEA affiliates have joined the case.

NEA requests hearing before Pay Board

Anticipating the possibility that the Pay Board may influence public employees' wages, NEA, together with the American Federation of State, County, and Municipal Employees and the International Association of Fire Fighters, is seeking a Pay Board hearing to deal with problems in the public sector.

The NEA telegram to the Pay Board, signed by President Morrison, said:

"The policies governing pay adjustments adopted by the Pay Board on November 8, 1971, provide that scheduled increases in payments for services rendered during the freeze of August 16 through November 13, 1971, may be made if approved by the Board. The policies provide further that such approval may be granted when certain specified criteria are met. Many teachers, represented by the NEA and its affiliates, meet one or more of these criteria.

(See NEA ACCEPTS, page 2)

NEA president presents check to Mrs. Martin Luther King, Jr.

NEA President Donald Morrison presents a $500 check to Mrs. Martin Luther King, Jr., to further the work of the Martin Luther King, Jr., Memorial Foundation. The money was raised from donations received for *Martin Luther King, Jr.—Man and Teacher*, which was published by the NEA Center for Human Relations shortly after Dr. King's death. (Copies of the memorial book may be ordered via the coupon on page 4.) A conversation between Mrs. King and President Morrison on the subject of human relations and the schools will appear in the January issue of *Today's Education: The NEA Journal*.

The $ crisis in America's schools

Some Ohio districts close school doors

Nearly 100,000 Ohio school youngsters and 4,500 teachers spent much of this fall wondering if their schools would close because of financial bankruptcy.

Dayton schools closed November 8 to nearly 55,000 youngsters and 3,000 teachers because they were out of money and nearly $10 million in debt. Schools in Dayton reopened November 15 after voters approved a new 10.5-mill real estate tax levy at a special election on November 12.

One other school district in Ohio remains closed, however. Eastwood Local, south of Toledo, also closed November 8 when it ran out of money. There are 3,000 pupils and 104 teachers in the rural district.

Voters in Eastwood will be asked to approve a new real estate tax levy December 7.

(During these shutdowns, the Ohio Education Association provides interest-free loans to teachers in the amount of their take-home pay.)

The financial situation is near crisis in some 13 other Ohio districts that are out of money and out of luck with voters when it comes to raising real estate taxes for schools. In Ohio, real estate taxes finance nearly two-thirds of the cost of school operation with the state paying less than 30 percent of the bill.

State education officials speculated that school officials in the 13 districts will go back to the voters in December with special elections aimed at getting enough money to finish out the school year. If the issues fail, the districts will have no other alternative but to lock their doors until funds become available.

The tragedy is that countless other school systems in the Buckeye state are nearing the same finance breaking point as a result of a continuing decline in the percentage of "yes" votes on new school issues. One school district in Eastern Ohio

(See OHIO SCHOOLS, page 3)

Concerned that America's public school system faces bankruptcy, NEA urged President Nixon last month to "take an immediate, more vigorous role in helping to rescue our schools—and our children—from this financial plight."

The telegram to Mr. Nixon, signed by NEA President Donald Morrison and given unanimous approval by NEA's 109-man Board of Directors, was sent on the eve of American Education Week, October 24-30.

The telegram explained that there is an "unprecedented crisis in school financing." It added: "Some states—especially Ohio—are preparing to lock school doors for lack of funds. In every part of the nation teaching positions are being eliminated, inexperienced teachers hired to replace experienced ones, class sizes increased, and school programs and services discontinued to the detriment of the schools in order to save money."

The telegram called for a much greater federal role in school support, moving it up from the present meager 6.9 percent to a full one-third.

Teacher pension fund raided in some states

Some states are raiding teacher pension funds as they attempt to meet their financial obligations, the National Council on Teacher Retirement was told last month.

W. Jack Tennant, coordinator of NEA's Office of Teacher Retirement, told council members that, in order to defray the expense of other totally unrelated programs, some states have preyed illegally on the funds legally established to ensure pension payments to teachers in those states. These abuses, attributed primarily to state administrative branches, have resulted from actual or attempted withholding of duly appropriated payment to the funds, deferring or postponing payments to the funds, and borrowing or diverting money from the funds for other purposes, he said.

In some states, Tennant said, the legislature appropriated money, but the administration deferred payments for a few months in order to utilize the money on an interest-free basis. The result is loss of interest to the pension fund. Texas experienced this during the past year in the amount of $35 million, he said.

The actuarially established employer's contribution rate has been arbitrarily reduced without regard for the accumulating debt. Illinois has experienced this difficulty, Tennant said.

In some states, bonds or notes have been issued to systems in lieu of contributions and, at this point, these bonds or a part of them have not been sold. He cited Connecticut as illustrative of this situation.

The most serious raids have been experienced in Indiana and Washington, where the governors have taken funds appropriated for the retirement systems to use in balancing state budgets. Both state associations have won suits with respect to these thefts. A second attempt in Washington is now in the hands of the State Supreme Court.

opinion interpretation

This page of the REPORTER is devoted to editorial and interpretive material. Readers' letters, preferably brief, will be considered for publication. Opinions expressed in the REPORTER are not necessarily NEA policy, which is set only by Association resolution.

Why NEA opposes H.R. 7796, a revenue sharing bill

On October 27, NEA President Donald Morrison testified before the Senate Subcommittee on Education of the Senate Committee on Labor and Public Welfare. His testimony, which follows here, tells why the Association objects to H.R. 7796, an act that would provide for special revenue sharing and make other changes in federal support of public education.

The stated purpose of the Education Revenue Sharing Act of 1971 is based on the premises that the federal government has a responsibility to assist state and local governments in meeting the costs of education in areas of special national concern, and that prior programs of federal financial assistance are too narrow in scope to meet the needs of state and local school systems.

It is somewhat ironic that the administration reached this substantial conclusion and is recommending a major overhaul of the federal grant system when many of the grants involved are not and never have been fully funded. Indeed, the major problems of the federal grants are related to the fact that they have never been fully funded rather than to the narrow scope of the grant programs. This proposal would eliminate all dollar program authorizations other than those for impact aid, and all requirements for state-local matching funds. We do not feel that this is a realistic approach.

This proposal, H.R. 7796, is apparently not based on a substantive review of the grants in existence. We find no evidence that the existing grants have been studied carefully to determine if the area of national concern to which each of the grants was addressed has been sufficiently relieved to permit the conditions of the grant to be relaxed. Indeed, this proposal for a major overhaul in the federal grant system came a year before the report of the President's Commission on School Finance—a major and comprehensive investigation of school finance.

At this time we oppose the bill as presented for a number of reasons.

I'd like to emphasize that the NEA is not opposed to the concept of block grants, grant consolidation, or simplification of the administration of federal grants per se. Our objection to the proposals in the bill is based largely on several factors: (a) the inadequate amounts of money requested; (b) extension of the coverage of all programs to include private school pupils; (c) the creation of new state agencies for overseeing federal funds; (d) the dilution of aid to federally connected pupils; and (e) the lessening of the surveillance of federal programs to insure that funds are indeed directed to top educational priorities—school integration, education of the handicapped, education of the educationally disadvantaged.

Level of Funding. As you are no doubt aware, the schools are in financial crisis. This year many school systems across the nation are cutting back staff and programs with the net effect of a decrease in the educational services pupils are receiving. The administration's proposal does not provide any increase in funds for existing programs. It simply tosses in an additional $200 million to cover the difference between the total of the state allotments under the existing grants and the formulas in this proposal.

We cannot help put conclude that the major purposes of H.R. 7796 are unrelated to its stated purpose. It seems that the thrust of this bill is to provide administrative convenience and perhaps to bring political relief from the pressures for full funding of existing grant programs.

True, some consolidation of federal grant programs is no doubt feasible, but not without a careful analysis of whether the national interest these programs are designed to serve has been met. Indeed, we feel it would be a disaster to eliminate some specific programs—for example, those which provide milk and lunch subsidies for the nation's school pupils. This proposal provides that the states may transfer up to 30 percent of the funds from one block grant to another, except that transfers cannot be made from formula funds for an A category of federally connected pupils or from the Title I pupils. Because this proposal does not provide for a substantial increase in federal funds or even an increase to meet inflation, the national interest would not be served if the states elected to transfer, for example, 30 percent of the vocational funds to the education of the handicapped or vice versa. We do not believe that this proposal is feasible at the existing levels of funding and without a substantial increase in general aid-type funding.

Private School Pupils—We object to the inclusion of private school pupils in those programs which are now limited to operation within the public schools. While the bill provides no more funds, approximately 5 million additional pupils would be sharing the programs. The loss to public school pupils will be acute in those states where the percentage of private school pupils is highest. Vocational programs in public schools will be especially hard hit.

New State Agency—Forty-nine of the fifty states already have state school boards elected or appointed to oversee the states' schools. It is our belief that the appointment of the state advisory council provided in this bill would do nothing but create confusion. We also object to the fact that this proposal permits the state's chief executive to bypass the chief state school officer in appointing the advisory council and even in administering the special educational revenue sharing. It makes no sense whatsoever to set the stage for two agencies—for the state education agency to administer state funds and programs and the governor's appointed agency to administer federal funds and programs.

Federally Connected Children—We note that the federal impact aid is not weakened for category A pupils—those whose parents live and work on federal property. But the aid does not follow the category B pupil with a parent merely working on federal property or in the uniformed ser[illegible] The proposal that not more than 30 percent of the entitlement for category B children can go to districts without any such pupils is slight protection indeed. We believe that the funds appropriated by Congress to relieve the local burden of excessive numbers of pupils whose parents are not employed by a taxable employer should be directed toward the school system so impacted.

We also note that this proposal does not provide impact aid for children living in public housing. This was authorized in the last Congress but has never been funded. We stress the need to fully fund this authorization. These pupils do not have a local taxpayer or, in many instances, a taxable employer behind them. These are concentrations of children who need special educational services.

Weakening of Surveillance—Finally, at this point we are reluctant to weaken the rate of progress in getting a fair share of educational opportunity for those pupils who need it most—the minorities, the poor, and the handicapped. We view this proposal—the no strings, no red tape approach—as an abdication of federal responsibility for these pupils. The Commissioner of Education, Sidney Marland, has announced his intention of skewing all possible federal programs to the low income, minority, and handicapped students. We applaud him for this effort this year. We find H.R. 7796 which, in general, would weaken his ability to direct federal funds inconsistent with his stated goals.

In summary, we urge the Congress to fully fund the grant programs which are now law and to enact a substantial general aid program before considering consolidation of existing grants.

NEA accepts Cost group role

(Continued from page 1)

"Accordingly, on behalf of the nation's teachers, I request an opportunity for the National Education Association to appear before the Pay Board at the earliest possible opportunity to present the teacher's position in regard to retroactivity and other matters affecting their pay."

The Pay Board this month adopted a standard of 5.5 percent on new pay increases during Phase II of the freeze.

NEA sets up minority recruitment program

NEA's Personnel Division has been reorganized to include a minority recruitment program designed to implement New Business Item 23 on Minority Group Staff Personnel passed by the 1971 NEA Representative Assembly.

The resolution states: "Recognizing the urgent need for immediate additional women, Mexican-American, Oriental-American, and American Indian staff personnel, the Representative Assembly directs that the NEA Executive Committee begin immediately to utilize new professional staff positions created in the 1971-1972 budget and such vacancies as now exist and come to exist in the future to ensure employment on a priority basis of women, Mexican-American, Oriental-American, and American Indian applicants on the professional staff of the National Education Association." The program will also include the identification and recruitment of blacks.

A nationwide effort is under way to identify minority candidates and provide interview opportunities at the local level. Regional, state, and local offices will be asked to help in the identification of candidates and to provide facilities for interviewing. Suggestions and referrals of candidates are sought from individual members.

For additional information or to recommend or apply for a staff position, contact Dorothy Rodmann, Employment Manager, NEA, 1201 16th St., N.W., Washington, D.C. 20036.

nea reporter

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Three more states join the unified ranks

New York becomes the 38th unified state. The House of Delegates of the New York State Teachers Association, meeting November 7 through 9, voted to require unified membership in the state as of September 1, 1973. The delegate action, by a close vote, makes New York the 38th state to approve unification. It was the third state action on unification in two months, Indiana and North Dakota having acted in October (see photos below). Unification moves are under way in at least seven more states.

Indiana becomes the 36th unified state

A strong vote of approval by the Indiana State Teachers Association representative assembly last month made Indiana the 36th state to approve unified professional membership. ISTA delegates, representing more than 48,000 members, ratified the action October 16; unification becomes effective in September 1972. Twenty Indiana local associations have already approved unification. Shown above are Indiana leaders who will be in office during ISTA's first year of unification. Left to right, they are Joanna Hock, ISTA president-elect; James Hirschinger, vice-president-elect; and Burnettia Denny, NEA director-elect.

North Dakota becomes the 37th unified state

The representative assembly of the North Dakota Education Association voted 90 to 86 in favor of unification October 22 during the 1971 NDEA convention in Fargo. Above, Roger Kolsrud, North Dakota NEA director and member of the NEA Program and Budget Committee, and Ardys Munson, NDEA president, are shown holding the four ballots that make North Dakota the 37th state to join the united teaching profession. The NDEA board of directors had set unification as its goal by 1972, the membership year when it now will take effect. The deciding vote came by secret ballot when the assembly issued its final ratification of a constitutional amendment.

Ohio schools face mounting financial crisis

(Continued from page 1)

has lost seven consecutive requests for higher school taxes.

At the November 2 general election, Ohio voters approved only 4 out of every 10 (79 out of 188) requests for new school monies. This was the second lowest approval rate in Ohio history at a general election, being exceeded only by the all-time low of 27 percent at the November 1970 election.

In the 1960's more than two-thirds of the new school money requests were okayed by voters, but this started to slip in 1969 when only 51 percent were passed. It has now hit rock bottom.

Complicating the situation this year is the failure of the Ohio legislature to enact new school aid. The legislators have been wrangling for 10 months on the 1971-73 budget bill which was supposed to have become effective last July 1. As a result of the legislative inaction, a state austerity program was instituted by Gov. John J. Gilligan in September which further chopped state school aid by three percent.

During the week of November 8, the legislators defeated two tax proposals designed to fund state services, including schools, for the 1971-73 biennium. One measure would have provided for an increase in the sales tax; the other would have enacted a personal and corporate income tax.

As a result, Ohio continues to operate on month-by-month interim budgets, as it has since the start of the fiscal year last July. This marks the first time in history that the state has not had a permament budget this late into the biennium.

Initially this school year, 32 Ohio school districts applied to the state for permission to close their doors due to insufficient funds to operate for the rest of this calendar year. Seventeen of them passed issues at the general election, with one district (Northwest Local, Hamilton County, with 14,000 youngsters) still unreported due to a computer breakdown in the tabulation center in Cincinnati.

During one three-year period, 1967-69, Ohio had 15 school districts go bankrupt and close their doors for up to six weeks, including Youngstown (1969).

Minnesota teachers hail new bargaining law

The Minnesota Education Association this month hailed the state's history-making Public Employment Labor Relations Act of 1971 for giving public employees what those in the private sector have—the legal right to bargain.

MEA Executive Secretary A. L. Gallop said: "The bill establishes at long last that it is the policy of the state, which *must* be adhered to, that unresolved disputes between the public employer and its employees are injurious to the public as well as to the parties, and adequate means must therefore be established for minimizing them and providing for their resolution."

Thus the bill provides for mediation and arbitration so that either side can seek skilled help in solving disputes.

NEA inquiry team probes S. Carolina

A four-man NEA Professional Rights and Responsibilities Commission team made a preliminary inquiry on public school conditions in South Carolina this month. The team explored problems of school finance, educational deficiencies, and related concerns reported to NEA by The South Carolina Education Association.

The SCEA delegate assembly requested the investigation at its meeting October 28.

The investigating team, composed of two NEA PR&R staff members from Washington, D.C., and two NEA Southeast Regional staff representatives from Atlanta, met with state government and school officials and with teacher leaders. Team members also visited schools and conferred with school personnel and students in various regions of the state in order to define the issues and determine the nature and extent of the reported school problems.

A report of the preliminary inquiry will be made to the national PR&R Commission, which will decide on whether to authorize a full-scale investigation. The commission has made several statewide investigations in recent years.

With desegregation, busing amendments

House passes massive higher education bill

The U.S. House of Representatives has passed a massive higher education bill, adding three provisions which set the stage for a knock-down-drag-out Congressional fight over school busing and desegregation of the public schools. By overwhelming votes November 5, the House added three anti-busing amendments to its massive higher education bill.

The Senate passed its own version of the higher education bill in August.

As it passed its higher education bill, the House also approved President Nixon's $1.5 billion emergency desegregation plan as part of the bill, handing a House-Senate conference committee a Gordian knot of education problems.

The busing amendment package is but one of several highly controversial parts of the complex legislation. The amendments would ban the use of any federal funds for the busing of school children; prevent the federal government from requiring a state or local government to use its own funds for busing; and delay court-ordered busing plan "until all appeals have been exhausted." The latter amendment could mean delays of several years if each appeal were carried to the Supreme Court. These amendments go far beyond the Administration's own proposed ban on the use of any of the integration aid for busing.

Almost overshadowed in the busing controversy is the landmark higher education bill to which the desegregation measure has been attached. Although House and Senate higher education proposals differ substantially, both would give colleges general purpose grants. For years, schools have received federal money for specific purposes such as research, construction, or student aid, but there has never been a program before that would let colleges use federal funds any way they wished.

The principal fight in the House-Senate conference will be over how these funds should be allocated to the schools. The Senate bill would provide "cost of education allowances" to colleges based on the number of federally aided students they enroll. Since students who receive federal grants are generally from lower income families, the Senate formula would encourage schools to accept needy students.

The House measure, on the other hand, calls for college subsidies based on the total number of full-time students as well as those receiving federal funds. Proponents of these more generous aid grants say that they are the only way to rescue colleges from serious financial difficulty. The Administration is backing the less costly Senate approach. It is unlikely that either measure would be fully funded.

Another major high education issue is student aid, and who should get how much. The Senate is firmly committed to giving each student a basic federal grant based on uniform national standards. The House has rejected this approach, and has opted for continuing the present system of student loans and grants which allots money to colleges in each state. Each school then determines which students are most in need.

The conferees will also have to reconcile differing versions of the $1.5 billion desegregation bill. The Senate, which has passed a desegregation measure separate from its higher education bill, wants most of the money to be used for model schools, educational parks, educational television, and implementation of district-wide integration plans. The measure contains no busing ban.

The House bill, which like the Senate measure authorizes $500 million in fiscal 1972 and $1 billion in fiscal 1973 to aid desegregation, is markedly different. Not only does it include the controversial busing amendments, it also gives districts greater leeway on how they may use their money. School districts may hire new teachers or counselors, buy new textbooks, set up remedial classes, or start other projects designed to advance desegregation.

Elected Congressman credits support by teachers

Rep. H. John Heinz, III (second from right), Republican winner in the 18th Congressional District of Pennsylvania, said this month that teacher support was instrumental in his victory. Heinz, who won the only House race held on November 2, is shown above with (from left) NEA Deputy Executive Secretary Allan West; NEA Assistant Executive Secretary for Government Relations and Citizenship Stanley McFarland; and NEA Legislative Consultant Joseph Standa. Teachers in Allegheny County, with technical assistance from NEA, worked extensively in Heinz's campaign. Heinz told NEA leaders that he believes a long-range federal commitment for funds is needed to bring about a meaningful change in the approach to education. He also said he favors a public employees law for the nation modeled after the existing Pennsylvania statute, the establishment of a Professional Practices Commission to allow self-governance by the teaching profession, and the establishment of a mobile teacher retirement program through federal law.

U.S. Education Commissioner plans major renewal program

U.S. Commissioner of Education Sidney P. Marland plans to implement a major renewal program in the U.S. Office of Education. The commissioner hinted about the nature of the program during an informal meeting held recently with executives of NEA and of some 30 national organizations whose headquarters are located at NEA Center.

Speaking before this group, Marland said he is proposing the creation of a new Office of Renewal that would handle all the discretionary authority in USOE. As examples, he cited the Right To Read program, bilingual education, environmental education, drug abuse education, and innovations. It is estimated that 10 percent of USOE's personnel and resources operate under the commissioner's discretionary authority. The remaining 90 percent operate formula grant programs over which USOE has little influence. Marland said the new program calls for the moving of technology from the present Bureau of Libraries and Educational Technology to the renewal office.

The Office of Renewal, he asserted, would be "a principal mover in instituting the kind of change asked by NEA—better ways to learn." He expressed hope that the new office can eventually influence the course of other major programs, such as compensatory education. He said the Office of Renewal will also disseminate to the public schools the ideas and practices that will be tested by the proposed National Institute of Education.

Marland also discussed the possibility of creating 200 renewal centers across the country each year—at schools and universities which want to be on the cutting edge of innovation. The new office will be headed by Don Davies, who was recently confirmed by the White House as USOE's deputy commissioner for development.

One goal of Marland's renewal effort is to regroup USOE's strengths to work on its eight priorities for 1972. They are: the disadvantaged, the handicapped, the Right To Read, revenue sharing, racial integration, career education, management, and innovation. Marland said that most of these priorities are moving on schedule. He added that career education still has "some loose ends." When questioned, Marland agreed that there is "a sticky road ahead" for revenue sharing and integration, but he promised to push for both in 1972.

Marland has also acted on another NEA suggestion—concerning the status of teachers on USOE advisory councils. NEA President Donald Morrison has asked for a survey of the number of teachers on the approximately 30 advisory councils at USOE. In response, Marland found that only 29 of the 540 people presently serving on USOE advisory councils are classroom teachers. He reported that teachers were especially scarce on the major USOE policy councils. Consequently, Marland said he will fill four current council vacancies with teachers.

Human relations group offers Martin Luther King, Jr., book

Copies of the handsome memorial book, *Martin Luther King, Jr.—Man and Teacher*, published by the NEA Center for Human Relations, may be ordered via the coupon below. Donations ($3 minimum) for the book are given to the Martin Luther King, Jr., Memorial Foundation (see photo, page 1).

TO: NEA Center for Human Relations
1201 Sixteenth St., N.W.
Washington, DC 20036

Enclosed is my donation (in check made out to The NEA Council on Human Relations) for $_____. Please send me _____ copies of the NEA memorial volume, "Martin Luther King, Jr., Man and Teacher." I have included in my check 25 cents per volume to cover postage and handling.

.....
name

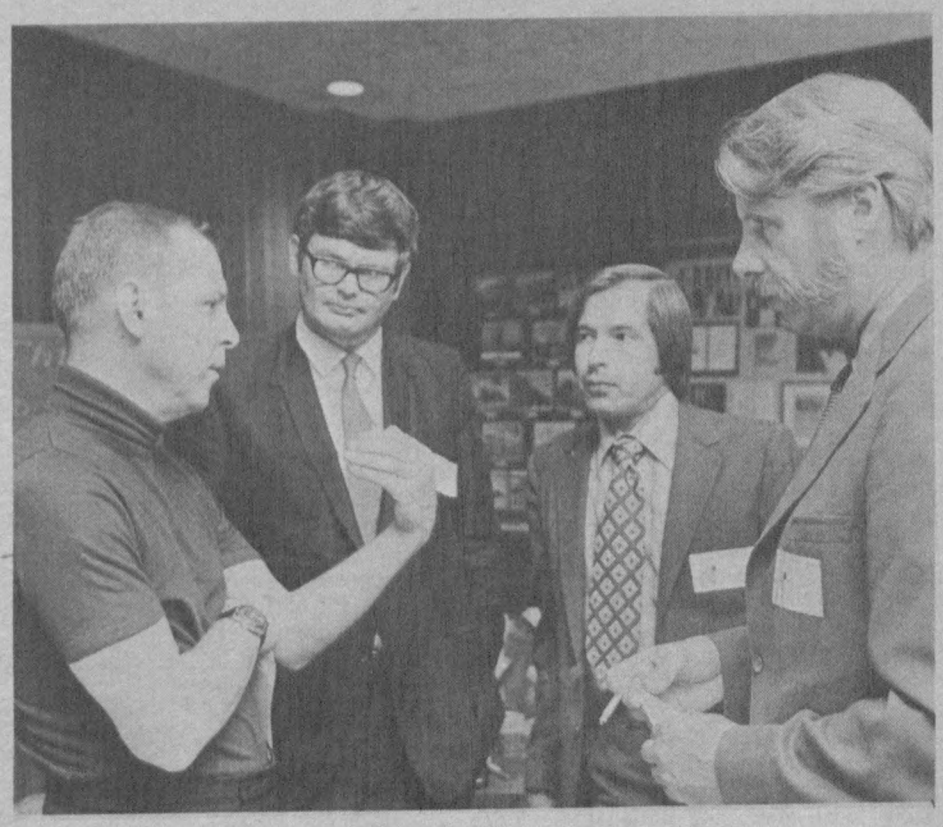
.....
address

.....
city state zip

'Art Teacher' journal ready

The first issue of the National Art Education Association's new journal, *Art Teacher*, is available this month. Devoted to elementary and secondary art education, the publication will be issued three times a year. It will consist of articles by art teachers and supervisors working in those fields, and will focus upon ideas of practical application in the art classroom. Subscription rate for the three copies is $6.

Donations and bequests to NEA should be made to the National Foundation for the Improvement of Education rather than to NEA directly, members of the NFIE board emphasized recently. This assures, they said, that the contributions will be deductible on the donors' tax returns.



NEA sessions focus on putting local associations into the fight for better schools

Giving local education associations the help they need to put them in the forefront of the fight for better schools was the motive behind a workshop held at NEA Center last month. The sessions—jointly sponsored by the NEA Division of Instruction and Professional Development and the National Council of Urban Education Associations—were designed to give local leaders an intensive planning and training experience. Teams of local leaders from Rochester, New York, to San Diego, California, worked with the help of NEA staff and resources to plan activation of an instructional project in their communities. Above, Leon Felix (left), president of the Orleans Educators' Association, confers with NEA President Donald Morrison during the workshop.

"We are going to be taking post-hole diggings in the field and urge teachers everywhere to speak out about instructional needs and wants in their own classrooms," James W. Becker, NEA's new assistant executive secretary for instruction and professional development, said at the workshop. Becker (left above) is shown speaking with (left to right) C. Michael Newman, assistant executive director of the Albuquerque (New Mexico) Education Association; Charles D. Ryan, president of the Albuquerque association; and Roy Edelfelt, NEA staff member. Becker also told the workshop participants that NEA was going to "explore the establishment of Teachers Centers as laboratories where we can recycle and extend education for teachers."

Six offices now serve members seeking low-cost auto leasing

Six Borg-Warner Leasing offices around the nation are now open to assist NEA members with low-cost auto leasing. Borg-Warner Leasing was named this fall by the NEA Executive Committee as the agent for members' car leasing.

The number of offices handling members' inquiries was expanded this month after Borg-Warner Leasing reported an overwhelming response to the announcement of its program in September. The offices, and their addresses, are listed at right. Members may write or call the offices directly or apply for auto leasing via the application form below.

Robert J. Malloy, Borg-Warner Leasing administrator for its Teachers Services Division in McLean, Virginia, announced this month that, through negotiations with an auto insurance company, auto insurance coverage (comprehensive and liability) can be ordered effective immediately for qualified member-applicants.

Malloy also pointed out that NEA members may lease autos for 24 months or 36 months, the latter requiring a lesser monthly payment. He also reported that a guaranteed purchase option of 46 percent of the total vehicle cost is now offered on 24-month leases. A 36-month lease will have a guaranteed purchase option of 19 percent.

Autos leased through NEA Borg-Warner Leasing are delivered by dealers in the members' immediate area.

Auto leasing offices that serve NEA members

Washington, D.C., area:
NEA-Borg-Warner Leasing
Suite 125
1651 Old Meadow Road
McLean, VA 22101
(703) 893-1431

California:
NEA-Borg-Warner Leasing
1507 N. Tustin Avenue
P.O. Box 10440
Santa Ana, CA 92711
(714) 558-0363

Illinois:
NEA-Borg-Warner Leasing
4001 West Devon Avenue
Chicago, IL 60646
(312) 282-6200

Missouri:
NEA-Borg-Warner Leasing
8340 Watson Road
St. Louis, MO 63119
(314) 849-1131

North Carolina:
NEA-Borg-Warner Leasing
725 Providence Road
P.O. Box 10511
Charlotte, NC 28201
(704) 372-9573

Texas:
NEA-Borg-Warner Leasing
220 Treadway Plaza
Dallas, TX 75235
(214) 350-5696

Borg-Warner Leasing Application and Vehicle Request Form for NEA Members

PRINT FULL NAME: ☐ MR. ☐ MRS. ☐ MISS — FIRST — MIDDLE — LAST — AGE — ☐ MARRIED ☐ SINGLE ☐ DIVORCED — NUMBER OF DEPENDENTS — AGES OF CHILDREN

PRESENT ADDRESS — NUMBER AND STREET — CITY — COUNTY — STATE — ZIP — LIVED YEARS — THERE MONTHS — PHONE

PREVIOUS HOME ADDRESS — NUMBER AND STREET — CITY — COUNTY — STATE — ZIP — LIVED YEARS — THERE MONTHS — PHONE LISTING IN NAME OF — ☐ LESSEE ☐ SPOUSE ☐ OTHER

☐ SELF EMPLOYED ☐ OTHERS — EMPLOYER — BUSINESS ADDRESS — INCOME — HOW LONG YEARS — MONTHS — PHONE

SCHOOL OR BUSINESS — NAME OF PREVIOUS EMPLOYER — ADDRESS — NO. YRS.

NEAREST RELATIVE NOT LIVING WITH ME — NAME — ADDRESS — RELATIONSHIP

SPOUSE'S GIVEN NAME — IF SPOUSE EMPLOYED, NAME OF EMPLOYER — INCOME — HOW LONG YEARS — MONTHS

BANK NAME — STREET — CITY — STATE — ZIP — ☐ CHECKING ☐ SAVINGS

LAST CAR FINANCED — NAME — STREET — CITY — STATE — ZIP — AMOUNT OWED

OTHER CREDIT REFERENCES
1 NAME — STREET — CITY — STATE — ☐ OPEN ☐ CLOSED
2 NAME — STREET — CITY — STATE — ☐ OPEN ☐ CLOSED
3 NAME — STREET — CITY — STATE — ☐ OPEN ☐ CLOSED

☐ HOME ☐ RENT BY MO. ☐ LEASE ☐ OWN — NAME AND ADDRESS OF LANDLORD OR MORTGAGE HOLDER — MO. PYMT. OR RENT — MKT. VAL. IF OWNED — AMT. MORTGAGE

I HEREBY CERTIFY that the above statements are true and accurate, that I have answered all questions in full, and that I understand false or incomplete information will void this application.

SIGNATURE _____ DATE _____

car desired:
make
model
body type
preferred color:
exterior
interior
options:
engine six ☐ eight ☐ tinted glass ☐
automatic transmission ☐ tires ww ☐
power steering ☐ wheel covers ☐
power brakes ☐ vinyl trim ☐
radio AM pushbutton ☐ vinyl roof ☐
air conditioning ☐ contour fr. floor mat ☐
other
suggested dealer
24 months ☐ 36 months ☐

☐ Please send vehicle price brochure
☐ Please send insurance application
☐ **Please order my car now.**
A $150.00 security deposit is enclosed to expedite delivery.
(Make checks payable to Borg-Warner Leasing)
☐ **Please send me information on the car I have selected.**

clip here and mail to the office nearest you from the list above

Political action among GRIP seminar topics

Political action and the teacher surplus were two of the primary areas of focus during the NEA's New England regional seminar this month. The week-long meeting, which took place in Boston November 8 through 13, was sponsored by NEA's Grass Roots Involvement Program (GRIP). Between two and three hundred educators from the New England region participated.

NEA President-Elect Catharine Barrett addressed a general session of the conference Thursday evening on the topic, "The Need to Organize Ourselves . . . Politically."

Mildred Merrill, chairman of the Regional GRIP Steering Committee, said of the meeting: "At the New England seminar, we brought together resources and people from local, state, and national levels. We hope participants have gained skills and information they can take back to their local associations and implement in action programs."

The Boston meeting included a three-day leadership development seminar for members of minority groups. The workshop, part of the NEA's Minority Involvement Program (MIP), involved some 35 minority group educators from the region in the development of skills to use in effecting change. MIP is the collaborative effort of the Association of Classroom Teachers, NEA's Center for Human Relations, and GRIP. The program's goal is the greater involvement of minority educators in the education profession and the professional associations.

The New England seminar was the first of 10 such meetings planned, one for each NEA region. Each GRIP week, Monday through Saturday, includes a variety of activities. Monday, Tuesday, and Wednesday are devoted to invitational and specialized seminars conducted by NEA program units, such as the MIP workshops. On Thursday and Friday, membership involvement seminars are held. The ACT regional conferences generally take place on Saturday.

The program for each regional seminar is determined by the GRIP Steering Committee for that region. The members of the steering committee are the ACT regional director (chairman of the committee); the senior NEA state director of the host conference state; the National Council of Urban Education Associations regional director; the president or president-elect of one state education association, to be elected by the NEA regional advisory council; and the NEA president-elect (ex officio).

Some 23 program content areas have been identified by the 10 steering committees across the nation. They include the role of the local association in instruction, performance contracting, Con Con, UniServ, the wage-price freeze, crisis management, and future directions of education.

GRIP seminars for 1971-72 are scheduled as follows:

Southeast Region—December 6-11, Sarasota, Florida.

Central Region—January 31-February 5, Hot Springs, Arkansas.

Midwest Region—February 21-26, Chicago.

North Central Region—February 28-March 4, St. Paul, Minnesota.

Mid-Atlantic Region—March 6-11, White Sulphur Springs, West Virginia.

Western Region—March 13-18, Albuquerque, New Mexico.

East Coast Region—April 3-8, Niagara Falls, New York.

Northwest Region—May 1-6, Missoula, Montana.

A West Coast seminar is under consideration.

Unsatisfactory conditions reported

Below is a current listing of names of school districts or systems where a state education association has notified members of the profession and the public that unsatisfactory educational conditions exist.

Association	District or System
• California Teachers Association	Alvord Unified
• California Teachers Association	Lawndale Elementary
• California Teachers Association	Los Altos Elementary
• California Teachers Association	Los Banos Unified
• California Teachers Association	Madera Unified
• California Teachers Association	Ukiah Unified
• Idaho Education Association	Idaho Legislature
• Illinois Education Association	Decatur Dist. No. 61
• Iowa State Education Association	English Valleys Community Schools
• Iowa State Education Association	Ida Grove Community Schools
• Maine Teachers Association	SAD 13 (Bingham area)
• Minnesota Education Association	Appleton Public Schools
• North Dakota Education Assn.	Grand Forks Public Schools
• North Dakota Education Assn.	Turtle Lake Public Schools
• Ohio Education Association	Findlay School Dist..
• Ohio Education Association	Logan City School Dist.
• Ohio Education Association	Ohio Public Schools
• Ohio Education Association	Springfield Local, Mahoning Co.
• South Carolina Education Assn.	S. Carolina Public Schools
• Washington Education Association	Mead Public Schools
• Washington Education Association	Mossyrock Public Schools
• Washington Education Association	Renton Public Schools

On October 22 the Washington Education Association removed sanctions from the Clarkston Public Schools.

On November 13 the Ohio Education Association lifted sanctions from the Northwest Local, Hamilton County.

Evergreen planted as Con Con symbol

The 484 delegates to NEA's Constitutional Convention last summer each were given a blue spruce by the Colorado State University's Office of Conferences and Institutes. Recently, one of the blue spruces (Colorado's state tree) was planted at NEA Center to commemorate the meeting. Above, Con Con Chairman Gene R. Duckworth wields the spade and NEA President Donald Morrison holds the tree during the ceremony. Duckworth said the tree, which always remains green, symbolizes Con Con's purpose—"setting up governing tools that will allow NEA to always be responsive to its members."

Con Con free packet prepared to help groups study proposals

A communications packet explaining the Proposed NEA Constitution is being prepared by the Con Con office. It will be available free starting December 23 to local and state associations and other groups within the united profession to assist them in examining the document produced last summer in Fort Collins, Colorado, by the NEA Constitutional Convention.

NEA is currently using the constitutional convention process to reassess the fundamental laws under which it operates. Con Con is a specially constructed institution of short duration.

The free packet will include: a filmstrip and script comparing the present NEA Charter and Bylaws and the Proposed Constitution; the Proposed Constitution; and a tally sheet for NEA members to record their comments on the proposals.

Completed tally sheets will be turned over to each state's elected delegates, who will attend a meeting of Con Con next March in Minneapolis. The delegates will consider comments from the tally sheets as they prepare a final copy of a Proposed Constitution for consideration by the 1972 NEA Representative Assembly.

If the Representative Assembly adopts a constitution, that document will then be voted on by all NEA members. If a majority of the membership and a majority of the states vote affirmatively on the constitution, it will become NEA's governing document.

Future issues of the *NEA Reporter* will include NEA members' reactions to the Proposed Constitution. Comments should be signed, concise statements addressed to: Con Con Office, 1201 Sixteenth St. N.W., Washington, DC 20036.

Photos asked for booklet on environment

The Environmental Education Project, a cooperative effort of NEA and the National Park Service, is planning a booklet on environmental education facilities. The project is requesting copies of black and white glossy prints of facilities (such as buildings, nature trails, bridges, dams) and sites being used for environmental education.

Because credit will be given for the photographs selected for use in the booklet, please include the name of the photographer with information about the picture and also state whether you want the picture returned.

Send photos by December 15 to Joe Howard, Environmental Education Project, NEA Center.

TO: Con Con Office
1201 Sixteenth St., N. W.
Washington, D.C. 20036

Please send without charge the Con Con Communications Packet(s) as follows:

Please send .....copies of the filmstrip

Please send .....copies of the Proposed Constitution

Please send .....copies of the tally sheet

(Order the number of copies of the Proposed Constitution and the tally sheets needed to pass out at your meetings discussing Con Con.)

Your name .....

Representing (name of your state, local, group, etc.) .....

.....

Dates packet(s) will be used .....

Send packet(s) to: .....

City ..... State ..... Zip .....

cut here and mail

Remember The Good Old Days?

If you do, your memory isn't so good. For teachers the good old days weren't so good.

Remember 1946 when a teacher paid $3 for membership in the National Education Association? If you do, you may also remember the average instructional salary that year was under $2,000. Most teachers weren't even on salary schedules.

So don't get too nostalgic about good old 1946—when women were paid less than men, and elementary teachers got less than secondary teachers, and if teachers got any sick leave at all it was seldom more than five days.

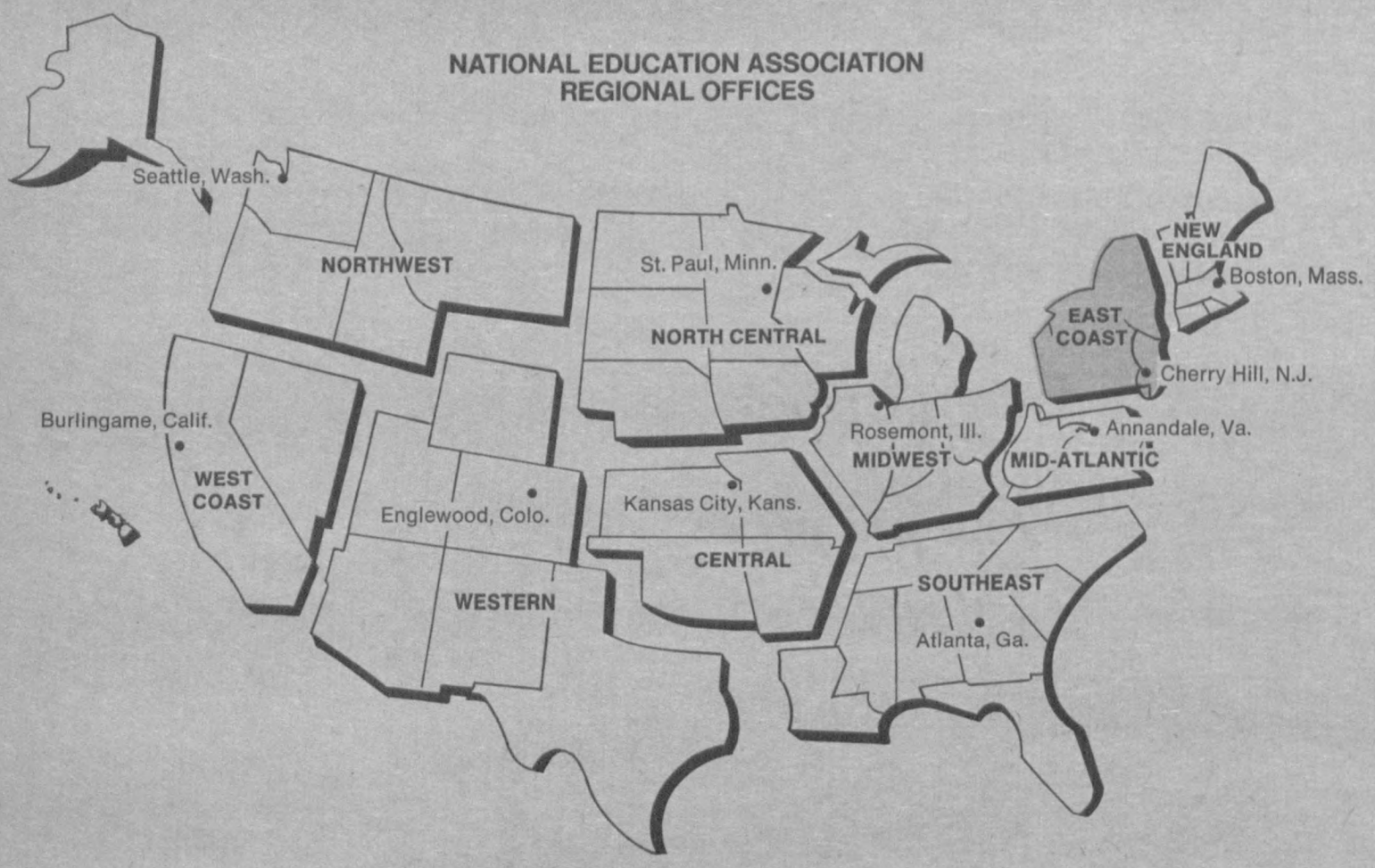
Still feel a twinge for the golden past—when retirement benefits were low and no teachers had social security or adequate health insurance, when income protection was just an idea and collective bargaining was out of the question?

Is it all coming back—the days when most school systems had no written employee policies and tenure was a naughty word?

Your NEA, in cooperation with your state and local associations, has worked to change all that. We're still making things change.

Feel refreshed? We mean your memory. For the $25 cost of NEA membership in 1971 you're way ahead. When you add it up, you're paying less today than you ever did.

For more information about how the good old days have changed, contact John H. Starie
Membership Development Section
National Education Association
1201 16th Street, N.W.
Washington, D.C. 20036



Have expertise, will travel

Eighth in a series

NEA regionals—where the action is

NEA's East Coast Regional Office serves an area long recognized as the nation's leading example of densely populated, interstate, urban sprawl. Because so many of the 2,000 school districts in the four states involved are not far enough apart to make air travel feasible, this regional staff spends many long hours on the road.

Recently, for example, Rudolph Lawton, director of the East Coast Regional Office, left his New Jersey office before 9 a.m. and headed for a series of meetings in New York. Eighteen hours, 575 miles of driving, and three local association unification meetings later, he was home again, at 3 a.m. the next morning. Such staff schedules are not uncommon.

On September 1, the East Coast Regional moved into new offices in Cherry Hill, New Jersey. In addition to much needed extra space, the move provides the advantage of closeness to the all-important New Jersey and Pennsylvania Turnpikes.

All four states—Delaware, New Jersey, New York, Pennsylvania—have negotiation laws, and more than 1,600 of their local associations are now actively engaged in full-scale negotiations. As a result, calls for staff assistance from the NEA as well as the state associations have multiplied.

Last year, demands for on-site staff services at negotiation tables and in such related areas as representation elections, mediation, grievances, crisis situations, were too numerous to handle.

Thus, Arnold Erickson of NEA's trouble-shooting Organizing Team, headquartered in the Chicago area, took on one of the major assignments and moved into Erie, Pennsylvania, for three solid months.

Erickson's first job was to assist in designing, conducting, and as it turned out, winning last spring's representation election in Erie. Then he helped run the one-month strike that erupted in the face of a negotiation impasse. Finally, he helped write—as well as win—a precedent-setting agreement that finally achieved Erie teachers' major goals.

Last July, the crisis in Delaware involved the East Coast Regional Office's full staff as well as assisting staff from NEA Headquarters. However, field representative Dave Blythe, negotiation specialist Bill Hammer, and legislative consultant Joseph Standa of the regional office were the ones that were on the job full time.

At the end of June, the Delaware legislature passed bills rescinding a previously authorized 5 percent teacher salary increase and also ordering a 10 percent cut in the state's public school teaching staff as well as among school administrators. It seems that the state found itself $27 million short at the end of the fiscal year because they had overestimated franchise tax revenues. So they decided to let teachers, and other public employees, make up the shortage by sacrificing pay hikes and even jobs.

On July 6, Blythe, Hammer, and Standa met with the Delaware State Education Association's board of directors; a course of action was planned; and on July 13, exactly one week later, 3,000 Delaware teachers poured into Dover for a mass rally on the steps of the capitol.

NEA President Donald Morrison and President-Elect Catharine Barrett went to Dover that day, too. They addressed the teachers, joined in their demonstration, and then met with legislators and the press.

The rally was an on-the-spot success. While it was still in progress, DSEA and NEA representatives met with the governor's special committee. The committee agreed to recommend the rescinding of the bills passed only a couple of weeks before.

The Delaware legislature met in special session on July 26. The session lasted five days. Huge contingents of teacher-lobbyists were on the job each day. At the last session, which started one morning and went around the clock until seven the next morning, all goals were achieved. The legislature restored the pay raise and rescinded the order to cut staff. The crisis was over.

July in Delaware was the first of what turned out to be 11 continuous weeks of almost ceaseless field work for the East Coast Regional staff. During August, they were involved in leadership and negotiation training sessions throughout the region. As September approached, they responded to a call from Pennsylvania and soon found themselves in the thick of the strike situations that were erupting across the state because board resistance to negotiations meant unresolved impasses and teachers-without-contracts in a great many districts.

Joseph Standa
Legislative Consultant

For the most part, Blythe and Hammer relieved PSEA staffers in Allegheny County, where six of the state's 29 strikes occurred. In three of those districts, they not only assisted in crises management, they also worked at negotiation tables where they helped resolve impasses, as well as draft and win contract clauses in dispute. In Elizabeth-Forward, where the strike lasted three full weeks and was the fourth teacher strike in recent years, they helped win the first comprehensive contract in the district's history.

More than 150 calls come into the East Coast Regional Office weekly. They include requests for information, but also requests for staff assistance.

Currently, as more and more local associations have comprehensive contracts, implementing the terms and conditions of those contracts is an ever-expanding operation. Assisting in grievance cases demands increasing amounts of time and attention from NEA's regional staff. Case histories are collected; requests for support are channeled to the NEA DuShane Emergency Fund; assistance in making determinations in many of the cases is provided to the DuShane Fund Committee; and in addition, guidance and training in grievance work is provided to local leaders in response to requests.

As of this month, the East Coast region has achieved region-wide unification. Thus, long months of staff involvement in district-by-district unification drives has now come to a successful end. At its November 7-9 meeting, NYSTA's House of Delegates voted to join the other three unified states in the region and thereby made New York the 38th state in the nation to unify.

Because of space limitations, interviewing for this story centered on most recent activities only. Lawton repeatedly underscored, however, the extent to which so many NEA Headquarters staff specialists—in research; press, radio, and TV; legislation; professional rights and responsibilities; as well as field services—have responded to his calls for special assistance. He also stressed the close working relationships between NEA and state association staffers in the East Coast region which makes carrying the massive workload and gaining an impressive achievement record possible.

Rudolph Lawton (left), director of the East Coast Regional Office, and field representative Dave Blythe at work in their home office. Negotiation special Bill Hammer (not shown here) also serves in the East Coast office.

current NEA affiliates whip teacher unions, 1970-71 election records reveal

What's going on in TV, radio, press, and national magazines

Television

(All times are Eastern)

You Are There—Saturdays, CBS-TV 12:30 p.m. *November 27:* "Columbus and Isabella." *December 4:* "The Vision of Dr. Robert Koch." *December 11:* "Galileo and New Science." *December 18:* "George Washington's Secret Service." *December 25:* "The Torment of Joan of Arc." Recommended for viewing by the NEA.

The Eagle and The Hawk—Friday, November 26, ABC-TV, 10 p.m. First of the GE Monogram series of specials (see photo at right).

Hallmark Hall of Fame—"All The Way Home"—Wednesday, December 1, NBC-TV, 8:30 p.m. Tad Mosel's Pulitzer Prize winning play stars Joanne Woodward and Richard Kiley.

"The Plot To Murder Hitler"—Appointment with Destiny—Thursday, December 9, CBS-TV, 8 p.m. Recommended for viewing by the NEA. (See photo at right below.)

A Christmas Carol—Sunday, December 12, CBS-TV, 5 p.m.

The Undersea World of Jacques Cousteau—"Octopus Octopus"—Tuesday, December 21, ABC-TV, 8 p.m. Jacques Cousteau and his crew study the almost legendary giant octopus of the Pacific and its smaller counterpart in the Mediterranean. Recommended for viewing by the NEA.

Getting There First: The American Experience—Tuesday, December 21, ABC-TV, 9 p.m. This program examines how the mystery and promise of America have made Americans race for the first and the best. It is a kaleidoscope of the many ways speed and the urge to be there before others have shaped an American civilization. This is the second in the GE Monogram series which is recommended for viewing by NEA.

Death of Diem—Wednesday, December 22, NBC-TV, 10 p.m. This NBC News special focuses on the dramatic events leading up to the deaths of Ngo Dinh Diem and his brother Nhu Diem.

Correspondents Report—Thursday, December 23, CBS-TV, 9 p.m. Part I—A year-end wrap-up of news on the domestic scene. *December 30:* Part II—A year-end wrap-up of news on the foreign scene.

Chronolog—Friday, December 24, NBC-TV, 8:30 p.m. A special devoted to analyses of children's programing throughout the world.

Magazines

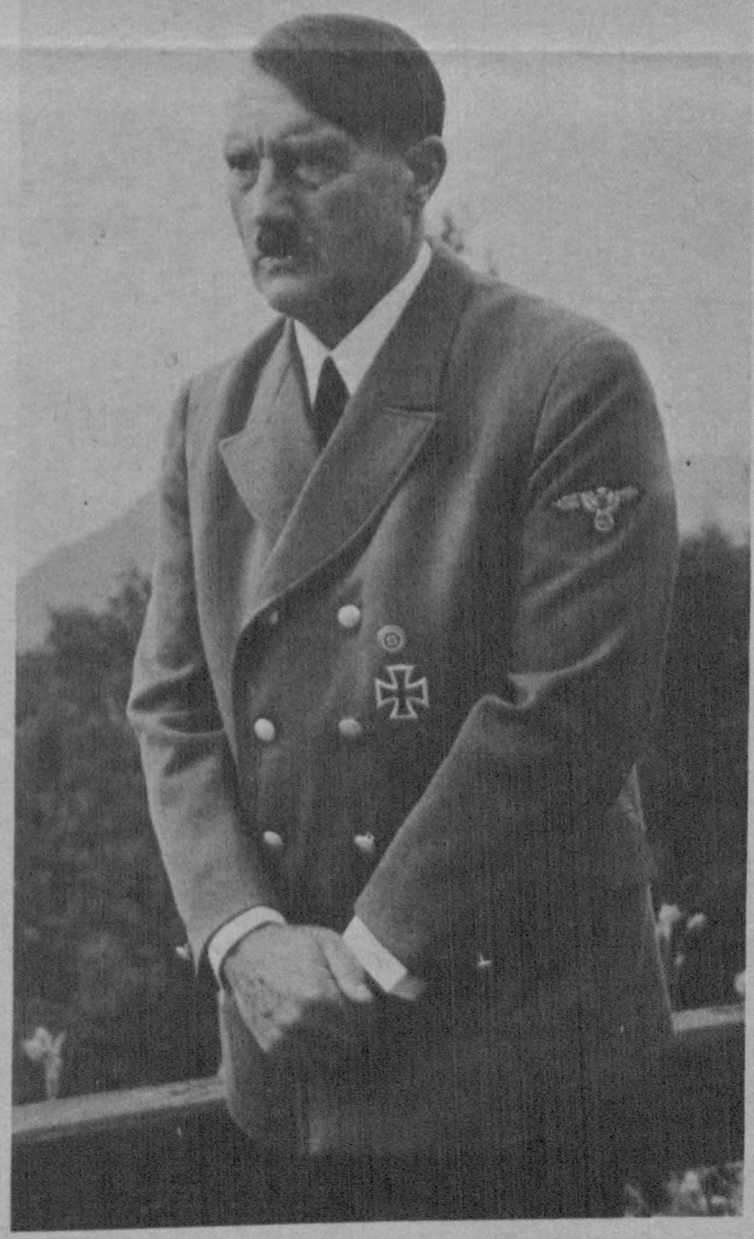
Daedalus—*(Fall issue)* "Twelve to Sixteen: Early Adolescence." This entire issue is devoted to articles on the growth and development, social characteristics, politics, and philosophy of the young adolescent.

Saturday Review—*(Nov. 20 issue)* Financing Schools: Property Tax Is Obsolete—"The California Doctrine," by Arthur E. Wise. "Anatomy of a Revolution," by Harold Howe II. "Education of a School Board Member," by Jack Witkowsky.

Reader's Digest—*(December issue)* "Give Us This Day Our ABCs," by Lester Velie. The Drug Scene: "Our Own Andromeda Strain," by Jerry Finkelstein.

NEA recommends TV special about two threatened species

"The Eagle and the Hawk," a GE Monogram Series special that will be shown on ABC-TV November 26, is being recommended for viewing by NEA. Above, Morlan Nelson, a National Audubon Society wildlife expert, holds a small falcon in a scene from the special. Joanne Woodward is narrator of the show, which focuses on Joanne's daughter, Nell Newman, 12, as she and Nelson explore the living habits of eagles and hawks.



"The Plot To Murder Hitler"

NEA is recommending for viewing "The Plot To Murder Hitler," a Timex special on CBS-TV December 9, 1971. Actor Billy Frick portrays the German dictator in the David Wolper production.

NEA Journal now available on cassettes

Career education, the U.S. Office of Education's answer to the shortcomings of existing vocational education curricula, is scheduled for discussion in the December edition of Today's Education Forum, the audio cassette version of *Today's Education: The NEA Journal.*

Guest for the discussion is Robert M. Worthington, USOE associate commissioner for adult, vocational, and technical education.

The conversation with Worthington will explore the U.S. Office of Education's plan in helping to implement the career education program. The discussion will cover the program as it applies to teacher, administrator, and student.

Today's Education Forum, produced jointly by the NEA and Magnetic Video Corporation, is now in its second year of publication. The December edition is available individually for $5 or as part of a one-year subscription at $45. The coupon below is designed to expedite orders.

NEA affiliates won more than two-thirds of the 115 teacher representation elections throughout the nation that were reported to the NEA Field Services Division from September 1970 to November 12, 1971. The association victories included statewide elections and ballots among college and university faculty, as well as contests in cities and towns.

Elections were held in 24 states, with teacher association wins totaling 80 and losses 35. In Pennsylvania alone, 43 districts held elections.

Among districts choosing the teachers association over the union organization were Scottsdale, Arizona; South Bend, Indiana; Union Township, New Jersey; Cincinnati and Dayton, Ohio; Millcreek, Erie, Susquehanna, Philadelphia (Get Set Program), and Albert Galatin, Pennsylvania; Seattle, Washington; Hawaii (statewide); and Savannah, Georgia.

Elections among college and university faculty reveal victories for the united profession in Pennsylvania, where the Association of Pennsylvania State College and University Faculties whipped the union last month by a vote of 2,010 to 158 (plus 1,282 votes for the American Association of University Professors); in Washington, where for the fourth time in five years the Association of Higher Education, Yakima Valley Community College, topped the American Federation of Teachers; in New York, where the Senate Professional Association defeated the AFT in January; and in New Jersey, where the Monmouth College Faculty defeated the union in February.

During the week of November 8 four local associations reported representation election victories over unions: School District No. 14 Classroom Teachers Association (Commerce City, Colorado)—204 to 155; Biddeford, Maine—84 to 41; Newton, Connecticut—131 to 105; and Albuquerque, New Mexico—2,178 to 939.

To: Today's Education Forum
Box 31
Farmington, MI 48024

Enclosed is payment for Today's Education Forum as follows: (Check one)

- ☐ December cassette, featuring career education interview at $5.
- ☐ One year subscription, 10 monthly cassettes, at $45.
- ☐ Send more information only.

Name.....

Institution .....

Address .....

City ..... State ..... Zip .....

Council urges Mexican-American involvement

The NEA Council on Human Relations met in San Antonio, Texas, October 29-31, to consider ways by which NEA can increase the membership's awareness of successful bilingual programs and increase the involvement in NEA of Mexican-American educators. The council also studied some educational programs for Mexican-American children, a primary feature of which is their bilingual-bicultural component.

Chaired by Wade Wilson, the council reviewed programs of the Center for Human Relations and of NEA units and affiliates. The council developed a letter to state and local associations requesting their cooperation in the selection of Mexican-American, Native American, and black delegates to the 1972 NEA Convention.

The council also developed recommendations to NEA units for the implementation of Resolution C-46—"Membership Participation in Associations." Council members set February 18-20 for CHR's annual human relations conference, which will deal with testing as a method of limiting opportunities for minority group children.

During the meeting, council members talked with Mexican-American educators working with TEAM (Texans for the Education of Mexican Americans); visited the Edgewood Independent School District, which primarily serves Mexican-American children; and met with representatives of the Texas State Teachers Association and the San Antonio Teachers Association.

The council's visit will be documented in a CHR publication featuring the program of the Edgewood Independent School District.

ACT Forum works to ensure minority representation

At the October 15-17 meeting of the Association of Classroom Teachers Forum, ACT President Jim A. Roady (left above) emphasizes an issue to Forum Chairman Manuel Gonzalez, an industrial arts teacher from El Paso, Texas. In the course of the three-day meeting, the ACT Forum (a) developed a resolution on American Indian education, for presentation to the ACT Resolutions Committee; (b) considered the guarantees for minority representation in the proposed NEA Constitution; (c) looked at ways to assure continuing minority representation on the ACT executive committee; and (d) heard a report on the NEA's Minority Involvement Program (MIP). The animated discussion continued into the morning coffee break. At left below, Mary Hatwood, Alexandria, Virginia, makes a point while Mildred Merrill, a special education teacher from Rockland, Maine, listens. Mrs. Merrill serves as ACT executive committee liaison with the Forum.

February 1, 1972

Carr scholarship applications due

Applications for the fifth annual William G. Carr Scholarship may be submitted until February 1, 1972. The scholarship award was established to promote two of the former NEA executive secretary's primary interests: strengthening independent professional education organizations and international education.

In keeping with the plan to alternate from year to year the category in which the award is given, the 1972 scholarship will be awarded for a graduate study program which contributes to professional organization work.

The $1,500 scholarship award is designed to encourage and develop the capable and constructive leadership the teaching profession needs to achieve its goal of quality education. To qualify this year a candidate must be an officer or a staff member of a local or state professional organization in the United States pursuing or completing graduate education in some aspect of professional association work.

Application forms for the 1972 award are now available. After preliminary screening by the William G. Carr Scholarship Fund Committee, a subcommittee of the NEA Executive Committee will select the winner.

All requests for applications or inquiries regarding the scholarship should be directed to Robert W. Miner, Executive Office, NEA Center.

Contributions to the Carr Scholarship Fund may also be sent to the fund at NEA Center.

STATEMENT OF OWNERSHIP, MANAGEMENT, AND CIRCULATION

(Act of August 12, 1970; Section 3685, Title 39, United States Code)

1. Title of publication: NEA Reporter.
2. Date of filing: September 24, 1971.
3. Frequency of issue: Monthly except August, December, and June.
4. Location of known office of publication: 1201 16th St., N.W., Washington, D.C. 20036.
5. Location of the headquarters or general business offices of the publishers: Same address as above.
6. Names and address of publisher, editor, and executive editor:

Publisher—John D. Sullivan (same address at above).

Editor—Mildred Sandison Fenner (same address as above).

Executive Editor—Marshall O. Donley, Jr. (same address as above).

7. OWNER *(If owned by a corporation, its name and address must be stated and also immediately thereunder the names and addresses of stockholders owning or holding 1 percent or more of total amount of stock. If not owned by a corporation, the names and addresses of the individual owners must be given. If owned by a partnership or other unincorporated firm, its name and address, as well as that of each individual must be given):*

National Education Association (Chartered by special act of Congress—no stockholders); same address as above.

8. Known bondholders, mortgagees, and other security holders owning or holding 1 percent or more of total amount of bonds, mortgages or other securities: None.

9. For optional completion by publishers mailing at the regular rates (Section 132.121, Postal Service Manual): Not applicable.

10. For completion by nonprofit organizations authorized to mail at special rates (Section 132.122, Postal Manual): The purpose, function, and nonprofit status of this organization and the exempt status for Federal income tax purposes have *not* changed during the preceding 12 months.

11. Extent and nature of circulation:

	Average No. of Copies Each Issue During Preceding 12 Months	*Actual No. of Copies of Single Issue Published Nearest to Filing Date*
A. Total No. Copies Printed (*Net Press Run*)	1,136,254	1,152,878
B. Paid Circulation		
1. Sales through Dealers and Carriers, Street Vendors and Counter Sales		
2. Mail Subscriptions	1,070,583	1,114,183
C. Total Paid Circulation	1,070,583	1,114,183
D. Free Distribution by Mail Carrier or Other Means		
1. Samples, complimentary, and other free copies	35,696	10,045
2. Copies distributed to news agents, but not sold		
E. Total Distribution (*Sum of C and D*)	1,106,279	1,124,228
F. Office Use, Left-Over, Unaccounted, Spoiled after printing	29,975	28,650
G. Total (*Sum of E and F—should equal net press run shown in A*)	1,136,254	1,152,878

I certify that the statements made by me above are correct and complete.

Mildred S. Fenner, *Editor*

There's still time

Join an NEA Christmas tour

If you have already signed up for an NEA Christmas tour, you're one of the lucky people who will be enjoying the holidays on a sunny beach in Hawaii, experiencing a real Russian winter in Moscow, exploring ancestral Rome, or skiing in Switzerland. But if you have been so busy you haven't had time to mail in your application and deposit, stop everything and do it now!

Some tours are already filled and others nearly filled. However, additional persons can be accommodated on the following three tours and flights for transportation only to Europe.

Irish Escapade (Code XI)

Price: $450 from New York by World Airways jet.

Hotels: Twin-bedded rooms in first-class or deluxe hotels with private bath.

Meals: Three table d'hote meals daily in Ireland, except that lunch on December 30 and dinner on December 31 are not included in price.

23 December, 1971—New York—Early evening departure for Shannon.

24 December—Shannon/Killarney.

25 December—Killarney—Morning free and after a turkey lunch a tour by jaunting car of the beautiful lakes of Killarney, and in the evening a magnificent Christmas dinner, then dancing by candlelight.

26 December—Killarney—A full day's tour.

27 December—Killarney/Cork—Leave Kerry after breakfast and drive to Cork; after lunch, tour the city. After dinner, the evening will be free to explore the local pubs, etc.

28 December—Cork/Wexford—Drive to Blarney Castle where you have the opportunity of becoming Honorary Irish Citizens by kissing the famous Blarney Stone. Drive to Waterford for lunch at the Tower Hotel, followed by a tour of the renowned Waterford Glass Factory; opportunity for shopping.

29 December — Wexford/Dublin—Drive to New Ross for a tour of the President Kennedy Memorial Park; then to the Garden of Ireland, Glendalough, Glen of the Downs, and after lunch on to Dublin.

30 December — Dublin — Morning tour of Dublin includes Trinity College, home of the Book of Kells, Dublin Castle, Christchurch Cathedral, Joyce's Tower, and Dail Eireann, home of the Irish Parliament. Afternoon free. You will be taken to the Abbey Tawen for dinner and an evening of ballads and blarney.

31 December—Dublin—Visit one of Ireland's most famous Georgian Houses, Castletown House. Then proceed to Dublin Zoo for lunch in the unique setting of the Zoological Gardens. Afternoon free; evening reception in the Bailey with a local teacher group. We will sing in the New Year at the local teachers' club. (Refreshments at this club not included in price of tour.)

1 January—Dublin/Limerick/Shannon—Drive to Limerick for sightseeing. Afternoon free, followed in the evening by a highlight of the tour, a magnificent Medieval banquet at Bunratty Castle.

2 January—Shannon/New York—Depart by jet for New York's Kennedy Airport, where the tour ends.

Deluxe ski spree—Grisons (Code XSG)

Dates: 23 December, 1971-2 January, 1972.

Price: From Chicago $439 (via World Airways chartered jet).

Accommodations: First-class hotel, private bath or shower, in twin-bedded rooms.

Price Includes: Continental breakfast and table d'hote dinner daily in Chur. (No meals in Zurich.)

Chur, with an altitude of 585 feet and a population of 30,000, built on the site of a Roman colony, is the capital of the canton of Grisons. It is the hub of one of the finest ski resort areas in all of the Switzerland Alps.

Within 60 minutes by motorcoach from your hotel you are at Davos, 5,000 feet high in the Grison Alps, and 90 minutes from Chur you are skiing at world-renowned St. Moritz. Arosa, 60 minutes from Chur, has a skiing altitude up to 6,000 feet and one of the largest ski schools in Switzerland.

Guatemala—Mayan Holiday (Code XG)

Dates: December 24, 1971—January 1, 1972.

Prices: $654 from Chicago, $668 from Los Angeles, $556 from New Orleans, $690 from New York, $662 from Washington, D.C. Includes three meals per day.

Fly to Guatemala City on December 24. (New Orleans members depart U.S.A. December 23 and have an extra day in Guatemala City.)

December 25—Guatemala City/Antigua.

December 26—Antigua/Lake Atitlan.

A church steeple and the Swiss mountainside provide background in the skiing village of Wengen, Switzerland.

December 27—Lake Atitlan. Afternoon visit to Panajachel.

December 28—Lake Atitlan/Guatemala City.

December 29—Guatemala City. Visit the National Palace, the cathedral, Central Park, residential areas, and the Archaeological Museum.

December 30—Guatemala City. Full-day air excursion to Tikal.

December 31—Guatemala City.

January 1—Guatemala City/USA.

New Attraction—Yucatan extension. Pre-tour extension offered only in conjunction with your Guatemala holiday.

Dates: December 19, 1971—December 23, 1971.

Price: $199. Includes three meals per day in Yucatan.

This is the only travel program officially sponsored or approved by the National Education Association.

Transportation to Europe from New York, Chicago, Los Angeles

Do you have relatives in Europe with whom you would like to spend the holidays? Would you like to sightsee on your own instead of traveling with a pre-arranged group tour? Then hop aboard one of the NEA Christmas flights for transportation only to Europe.

New York and Chicago flights depart on the evening of December 23, 1971, and return on the evening of January 2, 1972. New York airport will be Kennedy; Chicago, O'Hare Field. U.S. departure tax is included.

CODE WNS	$193	New York/Shannon/New York	via World Airways Chartered Jet
CODE WNG	$193	New York/Geneva/New York	via World Airways Chartered Jet
CODE WCZ	$234	Chicago/Zurich/Chicago	via World Airways Chartered Jet
CODE SNG	$220	New York/Geneva/New York	via Swissair Scheduled Jet (group affinity)

Los Angeles flight departs December 18, 1971, arriving Amsterdam next day. Returns to Los Angeles from Amsterdam on December 31, 1971. U.S. departure tax is included. CODE WLA $269 via World Airways Chartered Jet.

General Information on the above tours and flights

Eligibility for participation. Membership in the National Education Association and in the state and local NEA affiliates, if eligible for such membership, is expected. NEA membership of at least six months duration is required for the following Christmas travel projects: Deluxe Ski Spree—Grisons, Irish Escapade, and the four flights for transportation only to Europe (WNS, WNG, WCZ, and SNG). The tour to Guatemala does not require NEA membership of six months duration, and is open to all eligibile NEA members and their friends and relatives provided the latter are traveling with eligible members.

Possible changes in prices and dates. Itineraries and prices are subject to revision without prior notice to registrants. However, participants will be informed of such changes, if any, prior to tour departure.

Accommodations: Price shown for each tour is the *per person* cost, based on occupancy of twin-bed rooms. Class of hotel on each tour is stated at the beginning of each itinerary.

Tour prices include: Services of a group leader, hotels, meals, sightseeing, and transportation as indicated in the day-by-day itinerary; transfer of tour members and one piece of hand luggage for scheduled group movements between air, rail, and ship terminals and hotels; tips for standard services performed in connection with scheduled group activities, porterage for one piece of hand luggage on scheduled group movements; certain taxes in connection with tour movements; $10,000 of accident and $500 of baggage insurance; and tickets to events scheduled per tour itinerary as group events. (Passports, visas, or entry permits, if required, excess baggage charges, items not on table d'hote menus, etc., are not included.)

Application for tour reservation

Applications for reservation of space will be accepted in the order of receipt when accompanied by a deposit of $100 per person (both on tours and transportation-only flights). Deposits will be applied toward full price, with balance due one month in advance of scheduled departure. Make checks payable to one of the offices listed below.

Please reserve .....spaces on (code letters of tour or flight) .....

departing (city)..... on (date).....

Enclosed deposit $..... Telephone No. ..... (include area code)

Name(s) .....

Address ..... (street) (city) (state) (zip)

ELIGIBILITY: To be eligible for a charter or affinity airfare tour, the NEA member must have held membership for at least six months (since June 1971) as of the date of tour or flight departure. Send a photocopy (or other facsimile) of your latest NEA membership card or the mailing label from the latest issue of the **NEA Reporter** or **Today's Education** to the Educational Travel Division. See the General Information for names of tours/flights on which the 6-month restriction applies.

Have you held NEA member since June 1971? ☐ Yes No ☐

I affirm that I meet the requirements on eligibility for the tour/flight requested.

.... (signature) (date)

Send signed application and deposit to the office nearest you:

Educational Travel Division, NEA
1201 16th St., N.W.
Washington, DC 20036

IEA-NEA Travel Service
2000 Spring Rd.
Oak Brook, IL 62051

NEA accident insurance special offer provides free end-of-the-year coverage

By popular demand the NEA Special Services Division is again offering members an enrollment special in its unequaled Accidental Death and Dismemberment Insurance Program. The offer provides coverage for the balance of 1971 and for all of 1972 for only $19.

Any NEA member who is also a member of his state and local associations, if available, and who enrolls now will receive over a month's additional coverage at no extra charge. The sooner you mail the application the more you benefit by this special offer.

Arnold W. Wolpert, director of the division, announced the special offer and gave additional information about the program. "NEA's Accidental Death and Dismemberment Insurance program," he said, "is about as good a buy as there is in the insurance field. Although outstanding as travel insurance, the policy provides much broader coverage than that. There are no gaps in this travel insurance. It includes going to and from work (not covered by most group plans). Members are covered not just on trips or not just at work—but at all times and from virtually all accidentally caused deaths.

Covers the unexpected

"We are often asked whether members need this protection if they already have life insurance," Wolpert said. "In most cases we advise members to have both. Life insurance is basic, providing protection in the event of death from any cause. Accidental Death and Dismemberment Insurance is an excellent low-cost extender or supplement. It provides a great deal of protection for death due to an accident. It covers the unexpected and is very low in cost for the sizable added protection. There can be no doubt that more NEA members would enroll in the program if they were aware of its importance and of its outstanding value. We hope the questions and answers [below] will prove helpful."

NEA's Accidental Death and Dismemberment Program, underwritten by Prudential, provides 24-hour, 365-day-a-year coverage at one low yearly cost of $19.

Check the complete benefits schedule chart on this page, and review the questions and answers. Both illustrate how AD&D Insurance offers the protection you need.

Coverage begins on the date your envelope containing the completed application and check for $19 is postmarked. To enroll, fill out the application at the bottom of this page, enclose a check for $19, and mail today to: NEA Accidental Death and Dismemberment Program, P.O. Box 434, Fort Washington, PA 19034.

Questions and answers about AD&D program

Q—What are the benefits of the NEA Program?

A—The Accidental Death and Dismemberment Program offers protection up to *$100,000* for death in a public conveyance, *$30,000* for death resulting from a private automobile either as a driver, passenger, or pedestrian and *$12,500* for accidental death resulting from any other cause.

Q—What is the cost?

A—The premium is *$19* per year.

Q—Can I insure my spouse and/or children as well?

A—Coverage may be spread to include spouse and all unmarried children under age 21 (or to age 25 if dependent upon member for support) regardless of the number. The premium is the same as generally are the aggregate amounts of insurance. See the table of benefits for exact amounts.

Q—Am I covered off the job as well as on?

A—Yes. The premium provides accidental death and dismemberment coverage both on and off the job.

Q—Am I covered if I take a trip outside of the United States?

A—Yes, you are covered anywhere in the world, 24 hours a day. No matter where you travel you're protected.

Q—Am I covered while traveling in a private airplane?

A—Yes, provided you are riding as a passenger, not piloting the plane or serving as a crew member.

Q—As a retired teacher am I eligible? Will I still be eligible after I retire or will coverage stop at age 65?

A—Retirement has no bearing on enrollment in the program. So long as you are a member of NEA and your state association, you are eligible for coverage with no age limit whatsoever. Dues for NEA members who retire are $2.

Q—How do I make future premium payments?

A—You will be billed annually. If you enroll during this special offer, your first billing date would be January 1, 1973.

Q—Is there any age limit?

A—No. You can continue the policy as long as you want provided you fulfill membership requirements.

Q—Must I take a physical exam to enroll?

A—No. There are no health examinations or questions asked.

Q—I've heard of people who have an accident that proved fatal weeks or months after it happens. Does the NEA AD&D cover that kind of situation?

A—Yes, but there are time limits. It depends on the age of the person covered by the policy. For those under 70, losses are honored if they occur within a year following the accident. For those over 70, the loss must occur within 90 days.

Q—Suppose I take out airport insurance for a single trip. Will it disqualify my AD&D policy during that time?

A—No. You're always covered for the full value of your AD&D policy, regardless of any other type of insurance you may have now or acquire in the future.

Q—There must be some accident situations that are NOT covered. What are they?

A—They include losses resulting from suicide, attempted suicide or other intentional, self-inflicted injury. Also those from war, active duty in the armed forces, piloting a private aircraft or racing on a track or speedway. For complete information, be sure to read your certificate thoroughly.

Q—Are benefits under this insurance affected by any other insurance I may have?

A—No. Benefits are payable regardless of any benefits you may receive under any other insurance.

Q—What insurance company underwrites the program?

A—The Accidental Death and Dismemberment Program is underwritten by the Prudential Insurance Company of America and is reinsured with Lloyds of London.

Benefits of the Accidental Death & Dismemberment Program

	While a Passenger on a Public Conveyance	In an Auto or as a Pedestrian	In Any Other Accident
Member Only	$100,000	$30,000	$12,500
Member and Spouse	80,000 12,500	25,000 10,000	10,000 3,750
Member and Each Child*	60,000 5,000	25,000 5,000	10,000 2,500
Member, Spouse and Each Child*	50,000 10,000 5,000	20,000 10,000 5,000	7,500 3,750 2,500

The low yearly contribution covers you for the full amount of insurance for loss of life, both hands, both feet, sight of both eyes, one hand and one foot, one hand and sight of one eye, or one foot and sight of one eye. Half benefits are payable for the loss of one foot, one hand or sight of one eye.
*Unmarried children less than 21, except to 25 if dependent upon member for support.

Statements by Member to be Insured—National Education Association—Accidental Death and Dismemberment Insurance

Name ..... (Last / First / Middle)

Residence ..... (No. / Street)

..... (City / State / Zip)

Beneficiary and Residence
(example: Mary A. Doe NOT Mrs. John H. Doe)

..... (First Name / Middle Initial / Last Name / Relation)

..... (No. / Street)

..... (City / State / Zip)

NEA Membership ☐ Yes ☐ No ☐ Life Member

State Association Membership

☐ Yes—Name of State Ass'n. .....

☐ Not eligible for membership

Local Association Membership

☐ Yes—Name of Local Ass'n. .....

☐ Not eligible for membership

Indicate Coverage Desired:

☐ Member Only ☐ Member and each child

☐ Member and spouse ☐ Member, spouse and each child

☐ Plan I $19.00

I declare above statements and answers are complete and true and understand that they are providing group accident coverage under a policy (or policies) insured by The Prudential Insurance Company of America to the National Education Association. I also declare that I am not already enrolled in the Accidental Death and Dismemberment Program.

Ed 11/71 Date Signed ....., 19.....

Signature of Member .....

Soc. Sec. No. .....

Date of Birth .....

Make Check payable to NEA, AD&D

Mail to: NEA Accidental Death Program
P.O. Box 434, Fort Washington, PA 19034

.....

For Insurance Office Use Only Ident. No. T Eff Date

Cut here and mail to address above